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ABSTRACT

This booklet, written by practitioners in the field, is designed to be a practical "how-to" guide to help teachers and administrators to set up a K-12 career education program. The first section of the guide presents a rationale for career education, and general information on setting up a local plan for comprehensive career education. The second section of the manual presents career education program activities for administrators, staff, and students. Activities proposed for administrators include a needs assessment, a career education plan, community action councils, a public relations program, and advice on working with Comprehensive Employment and Training Act (CETA) agencies. Staff activities suggested for developing and conducting a career education program include an inservice teacher education program, career education planning matrix, career resource centers, using video in career education, using media centers, using labor market information, and the Career Information Delivery System (CIDS) as a counselor/teacher resource. Activities which can be conducted for and by students are a career fair, a career awareness fair, mini-workshops, job shadowing, community-based learning, resource site development for community-based learning, independent study program, and a job placement program. For each activity, grade levels, objectives, information on how to conduct the activity, needed forms, and the name and address of a contact person is provided. All the activities were developed by career education teachers and administrators in Maine. (KC)

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CAREER EDUCATION

MANAGEMENT ACTIVITY GUIDE

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CAREER EDUCATION

MANAGEMENT ACTIVITY GUIDE

CAREER EDUCATION MANAGEMENT ACTIVITY GUIDE

TABLE OF CONTENTS

Introduction....4

Developing a Local Plan for Conprehensive Career Education....5

II. Comprehensive Career Education Program Activities:

A. Administrative Activities....9

1. Needs Assessment....11
2. Career Education Plan....23
3. Community Action Councils....33
4. Public Relations Program....45
5. Working with CETA Agencies....49

B. Staff Activities....51

1. Inservice Program....53
2. Career Education Planning Matrix....61
3. Career Resource Centers....63
4. Using Video in Career Education....67
5. Using Media Centers....71
6. Using Labor Market Information....73
7. CIDS as a Counselor/Teacher Resource....83

C. Student Activities....87

1. Career Fair....89
2. Career Awareness Fair....93
3. Mini-workshops....97
4. Job Shadowing: two examples....99
5. Community - Based Learning....107
6. Resource Site Development for Community Based Learning.115
7. Independent Study Program....121
8. Job Placement Program....123

CAREER EDUCATION MANAGEMENT ACTIVITY GUIDE

INTRODUCTION -

There's an old recipe for chicken stew that begins -- "first, you take a chicken..." In setting up a career education program, a similar basic "recipe" is helpful. This booklet, with a multitude of how-to's, has been written by practitioners who have hands-on experience with the activities and who have indicated a willingness to share their expertise with other interested parties. Each author is considered a resource person for their respective activity. Please contact any of us if you have questions or would like further information on any of the activities contained herein.

It is hoped that this booklet will be of assistance to those currently involved in comprehensive career education programs and an inspiration to those who are considering career education as a prospective philosophy for their schools.

If you, as you read through this booklet, have any career education activities you would like to share, please send them to:

Stephen D. Thompson
Consultant, Career Education
Department of Educational and Cultural Services
State House Station #23
Augusta, Maine 04333

Developing a Local Plan for Comprehensive Career Education

As depicted in several studies and surveys, the need for career education is clear. In fact, research and practice demonstrate that career education works - basic skills are improved - school becomes more relevant. Studies since 1977 have illustrated the need for career education, yet public school educators have been hesitant to embark on a systematic approach leading to comprehensive career education implementation, K-12. This section of the Activity Guide will briefly define career education and provide guidelines for developing a local plan.

Career Education-A Definition

Career Education is defined as an effort at refocusing American education and the actions of the broader community in ways that will help individuals acquire and utilize the knowledge, skills, and aptitudes necessary for each to make work a meaningful, productive, and satisfying part of his or her way of living.

Career education reflects that lifelong process which involves all the factors that affect one's life/career choices. Each individual follows a series of stages and choices which make up his/her career. Often this series of stages is unplanned - structured by chance.

The goal of career education is to provide a framework for the individual's stages of career development so that each individual attains the most satisfying life/career possible.

In grades K-6, the focus is on awareness. Children become aware of their own interests and capabilities, as well as the wide realm of career opportunities available to them. In grades 7-9, students explore job clusters which tie in with their specific interests and aptitudes while making important decisions about their educational programs. Preparation is key to grades 10-12. Students are preparing for specific job entry, and/or specific post-secondary educational programs appropriate to their aspirations.

A Comprehensive Career Education Effort

The term "comprehensive", when used to describe career education projects, means that at least eight types of people are performing specific functions to support and implement career education. These people are teaching faculty, school board members, guidance and counseling personnel, persons from business, labor, industry, the professions, and government, community organizations, educational administrators, supervisors, parents and career education coordinators.

The classroom teacher is "doing" career education in a comprehensive manner when she or he:

1. Seeks to improve academic achievement through using a career emphasis as a vehicle to:
   a. make the teaching/learning process more purposeful.
   b. reward students by recognizing their accomplishments.
   c. use resources of the broader community to improve student achievement.

2. Helps students to acquire decision-making skills by having students actually engage in the decision-making process.

3. Combines "doing to learn" with "learning to do" in the teaching/learning process.

School boards contribute to a comprehensive effort by establishing policies endorsing career education as a vehicle for refocusing the education system.

Counseling and guidance personnel contribute to a comprehensive career education effort by helping teachers to understand the career development process as a means of infusing career education concepts and content into the teacher/learning process.

Persons from business, labor, industry, the professions, and government may serve as resource persons in the classroom to help teachers and students understand the career implications of subject matter. They may serve as members of community career education action councils.

Parents contribute to a comprehensive effort by helping children find and engage in career awareness and exploration. They may also help children develop attitudes devoid of bias with respect to race, sex, or physical or mental handicaps.

Educational administrators and supervisors can provide the professional leadership and administrative support to foster career education. This includes providing time for in-service training of personnel and employing/designating a career education coordinator.

The Local Career Education Community Action Council

A Local Career Education Community Action Council represents the interests and involvement of educators and the broader community in the implementation of career education.

This council will be responsible for local dissemination of information on career education, sponsor presentations on career education, and serve in an advisory capacity to local schools participating in comprehensive career education planning under the Incentive Act.

The Council should be comprised of concerned individuals representing the following categories:

1. Business
2. Labor
3. Industry
4. Male Parent
5. Female Parent
6. Female Student
7. Male Student
8. Teacher
9. Counselor
10. Principal
11. School Superintendent
12. School Board Member
13. CETA Representative
14. Human Services Representative
15. Manpower Affairs Representative
16. Representative of the Clergy
17. Youth Organization Representative
18. Public Service Orgnaization Representative
19. Higher Education Representative
20. Vocational Education Representative
21. Adult Education Representative
22. Law Enforcement Representative

As described, a comprehensive career education effort will involve the commitment of administration, teachers, counselors, and the community. Management skills will be essential in order to implement a comprehensive effort. Furthermore, staff development will be key to overall program success.

Following is an action plan devised to assist educators and communities implementing comprehensive career education.

1. Form a Career Education Planning Team to examine the concepts of career education.
2. Form a Community Action Council.
3. Conduct a student, teacher, and community needs assessment.
4. Tabulate and interpret results.
5. Present results to your Action Council, school board and staff.
6. Develop a tentative plan for the implementation of career education within your school system.
7. Present your tentative plan to (a) Action Council members, (b) administrators, (c) guidance counselors, (d) department heads, and (e) staff for input.
8. Revise plan to reflect input from constituent groups.
9. Present tentative plan to school board for approval and/or board policy.
10. Develop strategies for implementation of career education plan through meetings with Action Council, administration, and staff.
11. Form Implementation Teams to address specific implementation strategy areas.
12. Prioritize strategies.
13. Assign staff responsibilities for implementation of each priority area with time frames for completion.
14. Hold frequent meetings with Action Council, Planning Team, and Implementation Teams to monitor and evaluate progress on each priority area.
15. Make appropriate revisions in plan based upon monitoring and evaluation activities.

Contact Person:

Stephen D. Thompson
Consultant, Career Educatio
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Station 23
Augusta, Maine 04333

ADMINISTRATIVE ACTIVITIES

Needs Assessment

Career Education Plan

Community Action Councils

Public Relations Program

Working with CETA Agencies

ACTIVITY: NEEDS ASSESSMENT

GRADE LEVEL: 7-12 STUDENTS
ALL TEACHERS
COMMUNITY MEMBERS

DESCRIPTION:

To aid in planning for a successful career education program, a needs assessment survey should be done of a random sampling of students in grades 7-12, all the school system's teachers, and a sample of community members. The results of the needs assessment will show the areas of perceived need of the above mentioned groups and allow the planners a chance to gear the program toward the specific needs of their local area.

Attached are three assessment forms, one for each group; a table of random numbers and instruction for use; a suggested procedures sheet; and a chart for determining the size of the sample needed.

The assessment forms have been adapted from a model designed for the Wisconsin Career Education Program and have been used with eighteen schools in the state. The table of random numbers and the sample size chart have been taken from the Program Evaluator's Guide, Evaluation Improvement Program, developed by the California State Department of Education.

Please contact the State Career Education Office, Station #23, Augusta, Maine 04333, for information on the results of previous needs assessment surveys.

Costs: Printing, tabulating, writing up results

SAMPLE

PROCEDURE FOR CONDUCTING NEEDS ASSESSMENT

All survey instruments must be returned to the State Office of Career Education on or before (the date) Each needs assessment grouping must be properly marked with school and target group identified. As soon as your instruments are received at the Department they will be key punched and processed for basic statistical analysis.

A compiled data package will be available to your school system for interpretation and report writing.

To administer the survey, for 7-12 teachers and students:

1. call a teacher's meeting for all secondary school teachers and counselors.
2. have homeroom teachers bring homeroom student lists.
3. administer teacher needs assessment in meeting.
4. pass out random numbers charts to homeroom teachers.
5. use charts to select appropriate numbers of students in each homeroom.
6. have students fill out assessment instruments in homeroom, or else collectively at a scheduled period.

For elementary schools:

1. schedule a staff meeting for each building.
2. administer teachers needs assessment in meetings.

For community assessment:

1. randomly select 100 members of the broader community to fill out community needs assessment.
2. suggestions for procedure:
   a. send 100 surveys home with 50 secondary students, 25 jr. high, 25 elementary
   b. use existing mailing lists to mail out the surveys.
   c. contact parent-teacher organization and enlist their aid in administering surveys. Or use other existing service organizations.

Package materials appropriately and mail to:

Stephen D. Thompson
Career Education
State House Station #23
Department of Educational and Cultural Services
Augusta, Maine 04333

TABLE FOR DETERMINING SAMPLE SIZE FROM A GIVEN POPULATION*

N	S	N	S	N	S
5	5	220	140	1200	291
10	10	230	144	1300	297
15	14	240	148	1400	302
20	19	250	152	1500	306
25	24	260	155	1600	310
30	28	270	159	1700	313
35	32	280	162	1800	317
40	36	290	165	1900	320
45	40	300	169	2000	322
50	44	320	175	2200	327
55	48	340	181	2400	331
60	52	360	186	2600	335
65	56	380	191	2800	338
70	59	384	192	3000	341
75	63	400	196	3500	346
80	66	420	201	4000	351
85	70	440	205	4500	354
90	73	460	210	5000	357
95	76	480	214	6000	361
100	80	500	217	7000	364
110	86	550	226	8000	367
120	92	600	234	9000	368
130	97	650	242	10000	370
140	103	700	248	15000	375
150	108	750	254	20000	377
160	113	800	260	30000	379
170	118	850	265	40000	380
180	123	900	269	50000	381
190	127	950	274	75000	382
200	132	1000	278	100000	382
210	136	1100	285	1000000	384

NOTE: N is population size.
S is sample size.

Clearly, sampling within classrooms is not appropriate for program evaluation purposes However, sampling on small populations (such as a classroom) may be used for other purposes. Exploratory or pilot studies may give indications or hunches which can then be studied more thoroughly with the larger groups. Groups of between 10 and 30 can be used advantageously for such purposes and are easier to handle computationally.

*Robert V. Krejcie and Daryle W. Morgan, Determining sample size for research activities. *Educational and Psychological Measurement*, Vol. 30, 1970, 607-610

TABLE OF RANDOM NUMBERS (DIGITS)

Row No.										
1	50691	91653	88574	08675	12700	32027	41034	56912	34264	77769
2	19787	66937	91769	13399	96096	43165	72096	86350	23062	99419
3	16746	77983	10861	23664	64557	78213	43857	68009	20483	00618
4	91039	16099	38824	00778	23058	76539	50584	71810	52589	32778
5	11075	62081	88977	78676	53855	56472	13090	01708	89016	45111
6	41230	92934	30342	29933	24597	72632	21727	63861	80454	47243
7	59028	24399	05075	64775	59803	45737	19025	46696	18914	03062
8	42957	25204	00753	60284	85483	34984	86637	95354	80698	98750
9	45881	59475	64445	98261	55252	50788	31295	16437	49497	22493
10	75104	45819	88471	75440	55309	63481	23616	64950	73291	10964
11	78614	07347	63528	84643	10455	95596	38158	75758	65628	10498
12	69278	59274	67459	53563	98241	18097	65297	49803	99145	25320
13	58626	91259	13832	75095	08333	53845	74223	82690	89320	89565
14	81630	00339	07996	65249	66792	05555	79169	12136	44621	95904
15	74330	13688	02044	65910	96007	82692	40473	56437	35671	95072
16	70829	66963	86390	26458	02385	41505	06239	68990	32915	39542
17	55084	58581	60759	20627	86682	76542	03648	38183	29823	68134
18	98845	17428	97397	62400	51284	92211	40593	82713	06067	46190
19	48116	91870	16346	97406	54649	42039	58407	84248	45780	60547
20	82778	31709	71564	26258	07522	03825	92087	21809	25678	39987
21	86615	67618	07446	63129	07111	70516	67289	09457	48995	08043
22	82558	99260	69136	35099	68187	85382	09569	94211	57824	98100
23	08290	70291	74090	96503	56140	27794	27765	51740	07712	29816
24	95062	76310	81603	86828	68370	46001	79205	35511	91239	52961
25	30361	66712	86801	29556	91232	98295	87322	99172	50009	27224
26	17390	96107	70391	78715	61943	33315	39778	97149	08122	86388
27	05390	33046	63920	28733	42644	38972	98161	79861	88282	28279
28	06624	21114	33869	20940	03732	39973	89948	81060	36381	06027
29	38146	77295	33742	00135	26587	54775	94846	18587	39327	71711
30	76430	28645	62335	60393	71813	52677	09917	89100	93855	75617
31	16664	30164	22546	63538	79376	26865	61995	60418	37777	84170
32	56424	64680	81038	79364	23815	44002	38380	09864	35950	10760
33	95954	15540	18554	63349	70259	03212	91950	16214	80378	56421
34	59007	56364	49965	61970	32493	55404	85950	99606	46328	17887
35	19341	87208	99853	40202	08553	78731	83463	19524	82512	13556
36	24505	87007	35748	54865	40209	49466	94574	31406	64422	87185
37	15086	92183	84632	36790	59608	00371	67456	55361	80669	75402
38	65664	02188	09164	70939	25856	24344	58859	10454	19212	59078
39	40397	76835	14062	96067	70645	23695	09140	75812	18804	55529
40	31700	24753	22919	43207	83387	27820	12494	30041	88927	22668
41	14472	19372	23759	47116	81647	44946	97716	41157	30913	30842
42	18018	57089	98428	89075	77511	15194	69634	68269	52292	63404
43	15752	54266	76103	05268	41145	36100	73916	32462	01658	68565
44	47184	33660	96555	56656	18238	56888	29315	99813	47831	81395
45	93884	63945	06606	45545	29237	21040	43552	02749	19963	23705

HOW TO USE THE RANDOM NUMBERS CHART

1. Divide the total student sample number by the number of homerooms, grades 7-12. This will determine the number of students selected per homeroom.

2. Have each homeroom teacher select a beginning point anywhere on the random numbers chart and move either left or right and vertically or horizontally, using the first two digits in each number to determine which students will be selected.

3. Use these numbers to select students from each teacher's homeroom list.

   Ex.: 08 on the random numbers chart = the eighth student on the alphabetical homeroom list.

Example:

In St. John's High School, there are 500 students. With a student population of 500, we must sample 217 students. At St. John's, there are 25 homerooms. By dividing 217 by 25, we find that each homeroom teacher must survey (8.6) 9 students. Example 1 and 2 demonstrate the selection of random numbers. In example one, the teacher would select the 8th, 12th, 19th, 13th, 23rd, 16th, 10th, 20th, and 11th students on his/her homeroom list. In example two, the teacher would select the 7th, 13th, 2nd, 10th, 8th, 18th, 5th, 12th, and the 25th students on his/her homeroom list.

These selected students will participate in the student needs assessment.

Example 1 — Starting point

Row No.	TABLE OF RANDOM NUMBERS (DIGITS)									
1	50691	91653	88574	08675	13700	32027	41034	56912	34264	77769
2	19787	66937	91769	13899	96096	43165	72096	86350	23062	99419
3	16746	77983	10861	23664	64557	78213	43857	68009	20483	00618
4	91039	14099	38824	00778	23058	76539	50584	71810	52589	32778
5	11075	62081	88977	78676	53855	56472	13090	01708	89016	45111
6	41230	92934	30342	29933	24597	72632	21727	63861	80454	47243
7	59028	24399	05075	64775	59803	45737	19025	46696	18914	03062
8	42957	25204	00753	60284	85483	34984	86637	95354	80698	98750
9	45681	59475	64445	98261	55252	50788	31295	16437	49497	22493
10	75104	45809	88471	75440	55309	63481	23616	64950	73291	10964

Example 2 — Starting point

11	78614	07347	63528	84643	10455	95596	38158	75758	65628	10498
12	60278	59274	67459	53563	98241	13097	65297	49803	99145	25320
13	58626	91259	13832	75095	08833	53845	74223	82690	89320	89565
14	81630	00339	07996	65249	66792	05655	79169	12136	44621	95904
15	74330	13688	02044	65910	96007	82692	40473	56437	35671	95072

Student

Career Education Needs Assessment

School _____
Town _____
Grade _____
Date _____

Your school and community need your help. They want to know how to best prepare students for the world outside of school. Career Education combines the efforts of your school, home and community so you can learn as much as possible about yourself and the world of work.

DIRECTIONS: Use a pencil and mark all of your responses on the questionnaire. At the top of the form write the name of your school and town, your grade, and the date. Read each statement carefully. On the questionnaire, circle the number which represents how much you need the career education opportunity described in the statement. There are no right or wrong answers, only what you think you need for yourself.

If you have No Need for the opportunity described, circle the "1" NN=1
If you are Undecided about your need for the opportunity described, circle the "2" U=2
If you have Little Need for the opportunity described, circle the "3" LN=3
If you have a Moderate Need for the opportunity described, circle the "4" MN=4
If you have a High Need for the opportunity described, circle the "5" HN=5

EXAMPLE: I need to discover how Algebra will be useful in a job that I might have.

NN	U	LN	MN	HN
1	2	3	(4)	5

Statements about Career Education	NN 1	U 2	LN 3	MN 4	HN 5
I need:					
1. help in discovering what my values are.	1	2	3	4	5
2. opportunities to become self-confident in the things I do and in working well with other people.	1	2	3	4	5
3. help in making realistic career plans and taking responsibility for planning a meaningful and satisfying life.	1	2	3	4	5
4. help in learning human relations skills to get along well with fellow workers, friends, and family members.	1	2	3	4	5
5. information about how occupations I might choose would affect my lifestyle.	1	2	3	4	5
6. information about how to use available resources to find out about myself and possible career choices. (Examples or resources are: books, counselors, films/filmstrips, resource person, etc.)	1	2	3	4	5
7. help in discovering if I am interested in working primarily with people, ideas or things.	1	2	3	4	5
8. help in matching up my interests and abilities with possible career choice areas.	1	2	3	4	5
9. help in choosing school courses that will relate to my chosen career field.	1	2	3	4	5
10. help in understanding the influences of labor, management, government, and society on work.	1	2	3	4	5

(please turn to the other side)

Statements about Career Education	NN 1	U 2	LN 3	MN 4	HN 5
I need:					
11. information about current and future trends in the job market.	1	2	3	4	5
12. help in learning about the importance of preparing for a group of related jobs as well as for a specific job.	1	2	3	4	5
13. information about education and training requirements and opportunities for the types of occupations in which I am interested.	1	2	3	4	5
14. opportunities for work-study, co-op, or part-time work to get on-the-job work experiences and "try out" a particular job in which I am interested.	1	2	3	4	5
15. information about expectations employers or high education institutions will have of me.	1	2	3	4	5
16. help in planning and preparing for a "next step" beyond high school, in either employment or further education.	1	2	3	4	5
17. help in developing skills to find a job such as writing a resume, filling out application forms, and conducting myself in an interview.	1	2	3	4	5
18. help in finding a job while still in high school and/or upon exit from high school.	1	2	3	4	5
19. information about post-secondary schools.	1	2	3	4	5

Circle the number on the form that corresponds to your response on the following items:

20. Please indicate your sex. 1 2

    1. male
    2. female

21. Have you decided on a tentative career choice? 1 2

    1. yes. If answer is yes, please answer questions 22, 23, & 24.
    2. no. If answer is no, skip down to question 24.

22. How sure of it are you? 1 2 3 4

    1. quite sure
    2. generally sure
    3. generally unsure
    4. quite unsure

23. When did you arrive at this career choice? 1 2 3 4

    1. during the last 3 months
    2. 3-6 months ago
    3. in 10th or 11th grade
    4. in 9th grade or earlier

24. Please write down any other needs or comments you may have on a separate sheet of paper, and attach it to this form.

    Thank you for responding.

Teacher

Career Education Needs Assessment

School _____

Town _____

Date _____

DIRECTIONS: Use a pencil and mark all of your responses on the questionnaire. At the top of the form, write the name of your school and town, and the date. Read each statement carefully. On the questionnaire, circle the number which represents how much you need the career education opportunity described in the statement.

If you have No Need for the opportunity described, circle the "1" NN=1
If you are Undecided about your need for the opportunity described, circle the "2" U=2
If you have Little Need for the opportunity described, circle the "3" LN=3
If you have a Moderate Need for the opportunity described, circle the "4" MN=4
If you have a High Need for the opportunity described, circle the "5" HN=5

EXAMPLE: Our students need information about applying for a job.

NN	U	LN	MN	HN
1	2	3	(4)	5

STATEMENTS ABOUT CAREER EDUCATION	NN	U	LN	MN	HN
	1	2	3	4	5
Our students need help (from school and community) to:					
1. develop effective decision-making skills	1	2	3	4	5
2. become aware of how they can apply their skills to related jobs rather than being limited to only one.	1	2	3	4	5
3. develop positive attitudes toward themselves, school and work.	1	2	3	4	5
4. relate what they learn to occupations.	1	2	3	4	5
5. develop an appreciation for the personal, social and economic significance of work.	1	2	3	4	5
6. develop an awareness of their interests, aptitudes, needs and values as an aid to career planning.	1	2	3	4	5
7. become aware of the many occupational options open to them.	1	2	3	4	5
STOP HERE IF YOU TEACH GRADE 6 OR BELOW. GO TO NUMBER 18 AND COMPLETE THE SURVEY.					
8. Consider how their career choice may affect their lifestyle.	1	2	3	4	5
9. test their interests, and aptitudes through paid or unpaid, actual or simulated work experience.	1	2	3	4	5
10. become aware of current and future trends in the job market.	1	2	3	4	5
11. develop an understanding and appreciation of our economic system.	1	2	3	4	5
12. become aware of expectations that employers and higher educational institutions will have of them.	1	2	3	4	5
13. develop a flexible career plan.	1	2	3	4	5
14. be prepared for a "next step" when they leave public school, in either immediate employment or continuing education	1	2	3	4	5

Statements about Career Education	NN 1	U 2	LN 3	MN 4	HN 5
15. learn how to get, hold, and advance on a job.	1	2	3	4	5
16. learn how to qualify for entrance and succeed in post-secondary school if they choose to do so.	1	2	3	4	5
17. secure employment if they choose to do so.	1	2	3	4	5
In order to provide career education for students, as a teacher I need:					
18. coordination of career education efforts within our school system.	1	2	3	4	5
19. a policy statement from the Board of Education supporting career education.	1	2	3	4	5
20. cooperation of teachers in integrating career education with the school curriculum.	1	2	3	4	5
21. adequate evaluation systems for career education efforts.	1	2	3	4	5
22. assistance in identifying school and community resources for career education.	1	2	3	4	5
23. a system for catalcguing, locating, and utilizing available career education resources.	1	2	3	4	5
24. planned conferences for administrators, teachers and counselors to share ideas and resources.	1	2	3	4	5
25. released time for teachers, administrators, and counselors to develop local career education materials.	1	2	3	4	5
26. a local needs assessment for career education.	1	2	3	4	5
27. a local plan for career education.	1	2	3	4	5
28. communication and cooperation between school and community to facilitate career education.	1	2	3	4	5
29. inservice training for school staff concerning career education.	1	2	3	4	5
30. motivation to use career education strategies to improve guidance and instruction.	1	2	3	4	5
31. a program of "testing" as one way to help students identify their interests and abilities.	1	2	3	4	5
32. adequate communications between state agencies and local schools and communities.	1	2	3	4	5
33. adequate communications between teacher and counselor training institutions and local school district.	1	2	3	4	5
34. career education for all students, including those with special needs, those who will go on to post-secondary education, and those who will seek immediate employment upon exit from school.	1	2	3	4	5

(please go to next page)

Statements about Career Education	NN 1	U 2	LN 3	MN 4	HM 5
In order to provide career education for students, as a teacher I need:					
35. a coordinated plan for career education at all ages, beginning in early childhood proceeding through retirement.	1	2	3	4	5
36. suggestions and examples showing application of career education strategies in each subject area.	1	2	3	4	5
37. opportunities for teachers of like grade level or discipline to share what they are doing in career education.	1	2	3	4	5
38. follow-up activities to see where our students are 1 and 5 years after graduation.	1	2	3	4	5
39. counselor support for career education efforts.	1	2	3	4	5
40. administrative support for career education efforts.	1	2	3	4	5
41. parent support for career education efforts.	1	2	3	4	5
42. community support for career education efforts.	1	2	3	4	5

Circle the number on the questionnaire that corresponds to your response on the following items.

43. With which grade levels are you primarily involved? 1 2 3 4 5

1. K-3
2. 4-6
3. 7-9
4. 10-12
5. all of the above

44. How many years of teaching experience do you have? 1 2 3 4 5 6

1. first year
2. 2-3
3. 4-5
4. 6-10
5. 10-15
6. more than 15

45. Please write other needs, comments, suggestions and concerns about career education on back of the questionnaire.

Thank you for responding.

Community

Town_____

Date_____

Career Education Needs Assessment

DIRECTIONS: The following statements are often listed as objectives of career education when integrated with ongoing guidance and instructional programs. Based on your contracts with youth, circle the number at the right which represents how much you think students need opportunities from the school with the help of community resources to have the career education experience described in each statement.

If there is No Need for the experience described, circle the "1" NN=1
If you are Undecided about the need for the experience described, circle the "2" U=2
If there is Little Need for the experience described, circle the "3" LN=3
If there is a Moderate Need for the experience described, circle the "4" MN=4
If there is a High Need for the experience described, circle the "5" HN=5

Statements about Career Education	NN 1	U 2	LN 3	MN 4	HN 5
Students need help (from school and community) before they leave formal education to:					
1. develop effective decision-making skills.	1	2	3	4	5
2. become aware of how they can apply their skills to related jobs rather than being limited to only one.	1	2	3	4	5
3. develop positive attitudes toward themselves, school and work.	1	2	3	4	5
4. relate what they learn to occupations.	1	2	3	4	5
5. develop an appreciation for the personal, social, and economic significance of work.	1	2	3	4	5
6. develop an awareness of their interests, aptitudes, needs and values as an aid to career planning.	1	2	3	4	5
7. become aware of the many occupational options open to them.	1	2	3	4	5
8. consider how their career choice may affect their lifestyle.	1	2	3	4	5
9. test their interests, and aptitudes through paid or unpaid, actual or simulated work experience.	1	2	3	4	5
10. become aware of current and future trends in the job market.	1	2	3	4	5
11. develop an understanding and appreciation of our economic system.	1	2	3	4	5
12. become aware of expectations that employers and higher educational institutions will have of them.	1	2	3	4	5
13. develop a flexible career plan.	1	2	3	4	5
14. be prepared for a "next step" when they leave public school, in either immediate employment or continuing education.	1	2	3	4	5
15. learn how to get, hold, and advance on a job.	1	2	3	4	5

(please turn to the other side)

Statements about Career Education	NN 1	U 2	LN 3	MN 4	HN 5
Students need help (from school and community) before they leave formal education to:					
16. learn how to qualify for entrance and succeed in post-secondary school if they choose to do so.	1	2	3	4	5
17. secure employment if they choose to do so.	1	2	3	4	5
18. develop responsibility for self-direction.	1	2	3	4	5
19. develop positive attitudes toward learning throughout life.	1	2	3	4	5
20. develop human relations skills which will aid in working well with fellow workers, employees and employers.	1	2	3	4	5

Other needs? (Please specify)_____

_____

ACTIVITY: CAREER EDUCATION MANAGEMENT PLAN-SUGGESTED OUTLINE

DESCRIPTION:

In order to implement a comprehensive delivery system for career education, K-12, school administrators and staff must take time to develop a formal plan that includes (a) philosophy and policy statement regarding career education, (b) a definition of career education, (c) an analysis of local need, (d) specific outcomes for career education activities, (f) goal and activity statements, (g) specific timelines for goal attainment (h) an identification of resources (i) an ongoing process for data collection and evaluation, and (j) a responsibility matrix.

Item 1 through 8 provide specific direction for the plan outline form provoided for your use pages 25-31.

To develop your plan we suggest the formation of a planning team consisting of a school administrator, guidance personnel, two secondary teachers, two elementary teachers, and two community volunteers.

1. Teacher/learner philosophy relating to career education;

   - Examine current school philosophy relating to the teacher/learner process. Rewrite to reflect career education concepts.

2. Board Policy Statements:

   - Based upon national, state, and existing local definitions of career education, develop a statement that describes what the career education focus will be in your school system.

4. Statement of Needs:

   - Based upon your student, teacher, and community needs assessment, develop a needs statement reflecting career education activities, K-12.

5. Administrative Procedures relating to career education:

   - Administrative procedures relate to the support the school administrative will give to your career education effort. Each Item a-f must be addressed in terms of how administration will provide funding support to the career education effort.

   (a) Planning
   (b) Training
   (c) Resource Identification
   (d) Implementation
   (e) Monitoring
   (f) Evaluation

6. Three year Outcomes in the following categories:

   - Items a-f identify the visible components of a comprehensive career education program. In the space provided, describe the types of activities and programs that will be developed through your career education effort that will be in place after three years.

   (a) Elementary
   (b) Junior High
   (c) Senior High
   (d) Career Guidance
   (e) Community Involvement
   (f) Collaborations with other organizations

7. Goal/Activity Statements, Timelines, and Resources to attain three year outcomes:

   - Review all statements developed in sections 1-6. Based on this information write goal and activity statements properly time-lined that will guide you toward reaching your three year outcomes. Also, identify the resources you will utilize to implement these activities.

8. Responsility Matrix:

   - Identify the key functional performance areas of your career education initiative. Using the Responsibility Matrix, list the positions and/or individuals responsible for these functions. Through utilization of the responsibility codes, match staff members with functional responsibilities. Doing this will result in better communication and program accountability.

Contact Person:

Stephen D. Thompson
Consultant, Career Education
DECS
State House Station #23
Augusta, Maine 04333

THREE YEAR PLAN FOR CAREER EDUCATION

Superintendent:_____ School System_____

Phone #: _____ Address:_____

Coordinator: _____ Phone #:_____ Date:_____

STATEMENT OF PHILOSOPHY:

BOARD POLICY STATEMENT:

DEFINITION OF CAREER EDUCATION:

STATEMENT OF NEED:

THREE YEAR PLAN FOR CAREER EDUCATION

ADMINISTRATIVE PROCEDURES:

A. Planning -

B. Training -

C. Resource Identification -

D. Implementation -

E. Monitoring -

F. Evaluation -

THREE YEAR OUTCOMES BY CATEGORY:

A. Elementary -

B. Junior High -

C. Senior High -

THREE YEAR PLAN FOR CAREER EDUCATION

THREE YEAR OUTCOMES BY CATEGORY:

D. Career Guidance -

E. Community Involvement:

F. Collaboration with other agencies:

GOAL:

RESOURCES:

ACTIVITY STATEMENT	YEAR I	YEAR II	YEAR III	EVALUATION METHOD

RESPONSIBILITY MATRIX FOR CAREER EDUCATION PLAN

FUNCTION	FUNCTION RESPONSIBILITY: Superintendent	Principal	Counselor	Project Coordinator	Team					

PERFORMANCE RESPONSIBILITY CODES

A. General Responsibili
B. Operating Responsibility
C. Specific Responsibility
D. Must Be Consulted
E. May be Consul
F. Must Be Notified
G. Must Approve
H. Provides Technical Assistance

ACTIVITY: COMMUNITY ACTION COUNCILS - HOW COMMUNITY MEMBERS CAN HELP

DESCRIPTION:

Page six of the introduction describes the membership and briefly the responsibilities of a Community Action Council. Following are specific activities that council members could perform.

1. Assisting in the development of school policies.
2. Helping in the formulation of school objectives.
3. Assisting in the development of specific programs.
4. Providing opportunities for field trips to various businesses and industries.
5. Providing business and industry personnel to schools for teaching and other services.
6. Assisting students in obtaining on-the-job training through cooperative educational programs.
7. Helping in the development of curricula relevant to the world of work.
8. Furnishing books, pamphlets, and other printed materials for use in instruction.
9. Furnishing school teachers and counselors with information on educational requirements for various jobs.
10. Providing the schools with information on manpower needs.
11. Providing exploratory and "hands-on" training opportunities to students.
12. Furnishing other instructional aids (e.g., sample kits of raw materials, finished products, training aids, etc.) for use in classroom instruction.
13. Furnishing schools with directories of business and industry resource persons.
14. Providing opportunities for teachers and support personnel to obtain work experience in businesses and industries.
15. Arranging visits to business offices and industrial plants by teachers and staff.
16. Conducting seminars on various topics for teachers and staff.
17. Providing financial support for student recognition programs (scholarships, campershops, and other awards).
18. Providing public relations support for the schools and their programs.
19. Providing one-to-one tutorial assistance.

20. Providing interviewing, testing, and placement assistance.

21. Providing feedback on performance of graduates and information of continuing education needs.

22. Becoming involved in teacher training.

23. Encouraging employees to come in to the schools.

24. Representing recent graduates.

25. Noting changes in job market.

COMMUNITY ACTION COUNCIL ACTIVITIES

1) Develop brochure explaining career evaluation for the community.

2) Promote independent study programs/job shadowing programs.

3) Promote job placement programs.

4) Act as sounding board for career education Team.

5) Conduct surveys.

6) Raise funds for support of career education activities.

7) Build community support.

8) Present to school board.

9) Develop junior achievement-type programs.

10) Develop curriculum.

Contact Persons:

Tom Riley, Bethel
Bruce Webb, Bath
Terry Cekutis, Buxton

ACTIVITY: FUND RAISING - District wide

Each district within the state is always searching for means to broaden its financial base of operation. There are federal, state, and foundation funding sources available to public education.

The outline that I will present here is not a new one but a summary and redefined outline which I have found to be effective. A large part of this material may be found in a manual entitled, Stalking the Large Green Grant from the National Youth Work Alliance.

I. First Steps

A. Develop a clear idea of what it is you or your program wish to accomplish.

B. Why do you wish to accomplish these goals?

C. Research through the superintendent's office and find the schools tax exempt number. Being a non-profit organization is a must.

D. If you are a private concern and wish to obtain tax exempt status, follow these steps:

1. Select a name that is not used by any other organization in the state.

2. Draft articles of incorporation and bylaws.

3. Hold a meeting of the Board of Directors.

The mailing address for your tax exempt status is:

Internal Revenue Service
1111 Constitutional Avenue, N. W.
Washington, D.C. 20224

Ask for Form IRS 501 (C) (3) and Publication IRS 557

II. Where funding exists at the federal level

A. Discretionary money is awarded directly to the program by a federal agency. Your proposal would be sent directly to that federal agency.

B. Formula or block money is given by the federal agency to a state or local agency. The Career Education Linkage Grant was an example of this procedure.

C. Contracts: In applications for contracts, the federal agencies have specific outcomes in mind. These outcomes are spelled out in a guidlines section of a Request for Proposals.(RFP) Many RFP's are listed in a magazine published by the Department of Commerce titled, Commerce Business Daily. The Federal Register is also a daily publication which prints both drafts and final guidelines for agency programs.

D. Grants: In the case of grants, the government is less specific on what it wishes to have completed. This allows more room for you to be creative in your thinking. Only non-profit groups can receive grants so the competition is less than with contracts.

E. Contacts within agencies: It is always of help to have a contact within an agency. This is time consuming and hard to accomplish; however, it can pay off in the long run. Agency staff can cut through the bureaucratic guidelines and tell you if your idea is worth the time to develop a grant. A staff member may also let you know of the opportunities for unsolicited proposals.

F. Special Consideration

1. Have a good program or at least one that can sell.

2. Develop a good proposal. Make it easy for the agency to see that it meets all criteria.

3. Do not underestimate the importance of political consideration. Receive endorsements from local and state political figures wherever possible and include these endorsements with your proposal.

Remember:

(a) Put yourself in the reader's position. Make the proposal readable.

(b) Show the agency it will get something out of funding you and your program.

(c) Meet the needs of the agency to which you are applying.

(d) If you are not funded, ask the agency why your proposal was rejected.

(e) Don't get caught in trends or fads.

III. Foundations and other private sources of funding

There are approximately 20,000 foundations in this country which can be grouped into five categories: general purpose, special purpose, company-sponsored, community, and family. Each varies considerably. If you are interested in further study in this area, please refer to pages 33 through 35 in Stalking the Large Green Grant.

IV. Writing a successful proposal

A. Time. This process takes time: Reading guidelines takes time.

1. First examine guidelines to determine the scope required.

2. Can your agency find funding sources if and when the grant runs out?

3. What are the criteria for evaluation? Is there sufficient staff to take care of evaluation?

4. Is this program new or a continuation?

Remember: Most schools have limited staff. Only go after grants you feel you have a good shot at.

B. General Tips

Before we get into the specific areas a proposal should include, here are some general tips:

- Choose a concise, meaningful title for your proposal which contains key words under which it can fe filed

- Give yourself enough time to get the signatures required for final submission of the proposal and make sure you find out how many signed copies are required

- Follow the exact format specified by the funding agency

- The final copy should be neat, legible, and proof-read

- The proposal should flow from one section to the next and ideas should follow in sequence

- Adequately explain abbreviations and terms someone unfamiliar with your agency may not understand

- Keep the language simple and direct

- Make use of tables, flow charts, and diagrams - but do not be extravagant with them

- Use appendices rather than overcrowding the main text

C. Anatomy of a Proposal

Any proposal, be it for a government agency or a foundation, will in one way or another address the following topics: Problem or Need, Goals, Program and Procedures, Organizational Experience and Capability, Staffing, Organizational Structure, Budget Evaluation, Future Funding, and Appendices.

1. Problem or Need

You should be able to answer a few questions regarding the need for this program to be funded through your agency. What problems are you trying to address and what needs are you attempting to meet? What population, specifically, are you dealing with and are they receptive to the assistance you want to provide? Will there be other groups able to benefit from your project and is there a possibility of the project being replicated in other areas of need? What has been the success rate of similar projects, if any, in this area of youth work? Why does your organization want this project?

You should weigh the cost and energy that must be expended against the need and the chances your project will actually provide a solution to the problem(s) you have identified. Try to develop a program that is built upon what has already taken place in the field and document it accordingly.

2. Goals

Develop a list of all the substantial and concrete goals, in their order of priority, your project will attempt to achieve, and then set forth the reasons why each of these goals can be met by your organization. These will include both long and short range objectives. Also note the worthwhile effects that might be generated by the project. For instance, if the project could eventually be adapted to an existing community structure, be sure to mention it.

3. Programs and Procedures

This section is extremely important because it describes what you actually plan to accomplish. Do not assume that the possible funding source will understand what you are talking about - explain every concept and describe clearly how your plan of operation will be carried out. Define your procedures briefly but adequately, and show who will be affected by your project.

Develop a clear time line estimating the time necessary for each phase of the project. Place special emphasis on allowing yourself sufficient time for implementing the project, hiring additional staff, analyzing the results, and producing a final report that will show everything your project has accomplished.

In this section, make good use of flow charts and diagrams to show the reader how your program will operate. Establish a reporting system for any and all reports that need to be submitted to the funding source.

4. Organizational Experience and Capability

Briefly, but positively and with the least amount of modesty that is tasteful, outline your organization's abilities and track record. Demonstrate your corporate capability by outlining each project you have had funded and what their outcomes were.

5. Staffing

Make sure you will be utilizing current staff in the new project if it is funded. Identify the key staff persons who will be employed on the project and describe their qualifications in terms of experience, education, and publications, if any. If you have included the hiring of new staff, describe their involvement, duties, and responsibilities. If consultants are to be used, indicate their duties and rate of pay. Note the geographic location of the proposed project and if additional equipment will be purchased. Describe why you may need additional space if you are seeking funding for it.

6. Organizational Structure

In this section, again make use of flow charts and diagrams to show the lines of authority in your organization, to demonstrate staff involvement, and to show where the project will be located within the organization's structure.

A brief profile of each member of your Board of Directors should be included. For youth work agencies and community organziations, the Board is often composed entirely of people involved with youth services. While this is good, there is something to be said for having a diverse Board, on that pulls in people from various parts of the private sector such as bankers, attorneys, and businessmen. These are people who could be influential in assisting your proposed project and contribute to your image in the community - not to mention the favorable impression they might make on those reading your proposal.

7. Budget

This, along with the actual workplan, tends to be the most difficult part of the proposal. Your budget must bring into focus the rest of the proposal. Remember that the budget you submit will not be the final one, since when the proposal is approved it is open for negotiation by the contractor. Make sure that the budget form accompanying the grant application is completed and that every potential expense is documented.

Make a preliminary outline of how and where you plan to spend the money and what type of actual services you plan on delivering to your target population. The more services you are able to deliver at a reasonable cost, the better your chances of obtaining funding. But do not try to do a lot with a little money. Allow yourself some room for escalating prices in your budget.

If your program has access to a financial person such as an accountant, utilize him fully in preparing your program costs. Make sure you are aware of the regulations governing the purchase of new equipment.

Sometimes agencies submit joint proposals. If so, agreements between the agencies must be spelled out throughout the proposal. In the budget section, describe how the funding will be divided between the agencies and the respective bookkeeping duties of each.

At times during the course of the project, it may be necessary to hire additional staff or pay more for needed printing. Make provisions in the proposal for such things. Also be sure to have adequate coverage for retirement funds, social security, upward mobility of staff, raises, and whatever fringe benefit package you will provide.

The budget should be divided into direct and indirect costs. Direct costs are those readily identifiable with your proposed project such as salaries, fringe benefits, supplies, equipment, travel, and printing. Indirect costs are those your organization incurs which cannot be so identified or separated from the other programs of the organization, such as administrative expenses and maintenance and operational expenses.

The federal government authorizes the use of a fixed rate to cover the indirect costs of tax exempt, nonprofit organizations. The fixed rate for indirect costs is usually expressed as a percentage of the salaries and wages shown in the direct costs portion of the budget, or it may be expressed as a percentage of the total of all direct costs.

8. Evaluation

Simply telling a funding source your agency is doing a wonderful job with the project does not prove much of anything, which is why you should build evaluation procedures into your proposal. A clearly outlined evaluation process can serve to pinpoint goals, improve procedures, and sharpen definitions during the initial proposal formulation. Once funded, the evaluation process can be used to let you know if your project is on target in meeting its stated goals. If the project is having problems, the evaluation can put it back on the track and let you know where changes have to be made.

Evaluations are most effective at the beginning, in the middle, almost at the end, and at the end of the project. Your methodology for data collection and type of measurements is important and should be clearly defined at the beginning of the project. Be sure, of course, that the data you plan to collect is available and that, once gathered, you have the space to store it.

Be sure to say in your proposal who will be performing the evaluation.

9. Future Funding

You should be able to demonstrate the agency's past ability to obtain funds and its ability to obtain future funding once the present grant has ended. If your organization feels the project you desire to operate has the potential to affect the community substantially enough to require its continuance, then explain how you plan to seek additional funding. Try to do some investigative work on other potential funding sources that would be interested in providing monies for your project once you have demonstrated ability in the initial grant.

V. Best Bets

There are three sources of federal support which deserve special mention for the high level of assistance they have provided youth serving programs.

A. Office of Juvenile Justice and Delinquency Prevention (Department of Justice).

The Juvenile Justice and Delinquency Prevention Act of 1974 created the Office of Juvenile Justice and Delinquency Prevention (OJJDP) as a separate office of the Law Enforcement Assistance Administration (LEAA). The Administrator of OJJDP is a Presidential appointee and the office in mid-1980 had a staff of nearly 50 with an additional 50 requested. The budget for OJJDP was $100 million in FY 1980.

During the 1980 reauthorization of the Juvenile Justice Act there will be an attempt to move OJJDP out of LEAA, making it accountable directly to the Attorney General. This would have direct implications for the office's discretionary funding, giving the OJJDP Administrator final authority on discretionary grants. In the past such grants require the approval of the LEAA Administrator, a cumbersome and time-consuming step.

In accordance with Section 224 of the Juvenile Justice Act, approximately 25% of the OJJDP funds are to be used for national discretionary grants for special emphasis treatment and prevention programs. These funds are usually awarded following a formal program announcement from OJJDP.

In addition to OJJDP's annual appropriation, 19.15% of the LEAA appropriation (the "maintenance of effort") is earmarked for juvenile justice efforts. This 19.15% figure was established in 1974 by Congress to make certain that LEAA maintained at least its current level of juvenile justice funding and did not simply supplant their juvenile justice activities with new OJJDP money.

Juvenile justice dollars from the federal level reach the local level through one of three routes:

- OJJDP national special emphasis discretionary funds.
- LEAA maintenance of effort funds.
- OJJDP formula grant funds (see Chapter III for additional information on these grants.

B. Office of Youth Programs (Department of Labor)

The Youth Employment and Demonstration Projects Act of 1977 (YEDPA) authorized the Office of Youth Programs (OYP) as a separate entity under the Assistant Secretary of Employment and Training. The Administrator of OYP is a Presidental appointee and supervises a professional staff of 24. The overall budget authority for youth programs in FY 1980 was about $2.1 billion.

Programs carried out under YEDPA seek to improve the overall employability of economically disadvantaged youth through a variety of work training opportunities, career explorations, and supportive services. Congress also mandated in the legislation that additional efforts be made to help young people with special disadvantages, such as youthfull offenders, teenage parents, and those encountering language barriers.

Most of the funds authorized under YEDPA flow to the local level via the Comprehensive Employment and Training Act (CETA) Prime Sponsor system. However, the Secretary of Labor has an unusually large discretionary program of approximately $176 million. According to Section 411 of YEDPS, "the basic purpose of the demonstration program shall be to test the relative efficacy of different local contexts." To meet this goal, the Secretary established discretionary "Knowledge Development Activities" to field various approaches.

OYP has entered into agreements with other federal agencies and intermediary corporations to test a variety of approaches towards diverse client groups. Many of the federal agencies and intermediary corporations (such as Youth Work) receiving youth employment money solicit bids for direct funding. Generally, before a group can receive direct national funding it must receive the approval of the Prime Sponsor.

OYP's knowledge development focus for FY 1980 and 1981 is to translate the lessons of the past few years into replication of programs and approaches. OYP also engages in technical assistance and program upgrading.

C. Alcohol, Drug Abuse and Mental Health Administration (Department of Health and Human Services).

The Alcohol, Drug Abuse and Mental Health Administration (ADAMHA) is composed of three divisions:

- the National Institute of Mental Health (NIMH).
- the National Institute on Drug Abuse (NIDA).
- the National Insitute on Alcohol Abuse and Alcoholism (NIAAA).

Each of these institutes makes grant and contract awards, through the 200 person ADAMHA central office - which plays an administrative and coordination role - does not.

NIMH is the grandfather of the institutes, dating back to 1948. In FY 1979 it had an annual budget of $600 million. It has just over 1000 employees who staff scores of divisions, subdivisions, branches, and centers. Although NIMH has no main funding source for youth programs, a number of these offices are interested in supporting youth programs even though their budgets are generally small.

NIDA, created in 1974, had an annual budget of $272 million in FY 1979 and employs some 350 people. While its treatment and training funds are possibilities for community based programs, its Prevention Branch - which spent more than $6 million in FY 1979 and appears in line for a big spending increase - is probably the best place to submit an application.

NIAAA was established in 1970 and currently has a staff of about 170. In FY 1979 its budget was $175 million. The two best possibilities at NIAAA are its Division of Prevention, which spent $7 million in FY 1979, and its Division of Special Treatment and Rehabilitation. Women and youth have recently been made funding priorities at NIAAA.

As mentioned earlier the text for this paper was derived from the 78 page book titled, Stalking the Large Green Grant printed by the National Youth Work Alliance Inc., 1346 Connecticut Ave., N.W., Washington, D.C. 20036. This system and these sources have been part of the successful grants written by our district.

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RFD
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ACTIVITY: PUBLIC RELATIONS GUIDELINES FOR (CAREER) EDUCATORS

The public relations needs of educators implementing career education in school systems generally fall into two catagories - giving information to parents and community in order to gain support or get help, and publicizing events and programs which highlight the project's success with students. Dissemination of the project's results within the educational community is a third requirement while school systems receive federal funding.

GIVING INFORMATION TO GAIN SUPPORT

Parents

Unfortunately, parents and teachers often occupy adversary positions when it comes to education. Career education itself is one way to counteract this situation. But the first rule in asking parental support and participation is to have well-formulated plans about how to use it once it is obtained. In explaining career education plans to parents clubs or to any other community organization, educator's should know exactly what kind of support they are looking for, and have the details of utilizing it ironed out in advance. In addition:

1. Get as many parents as possible on the Career Education Community Advisory Council and allow them to share in the planning and research which goes into a good career education program.
2. Provide parents with written information about career education programs and activities at periodic intervals. Open Houses are good places to distribute this kind of information.
3. Get invited to Parents Clubs or P.T.A. meetings in order to explain the program. In most schools, the principal can arrange this. Presentations should be very brief and should probably include any pictures or video tapes that have been made. Presentations should also be totally focused on students, and on the reasons for the most visible career education activities. Be prepared, however, to answer other questions about the educational system completely unrelated to career education.
4. Use newspapers and television to create a positive public image of the system's programs and practices and of education in general. (More later.)

The Community

Business people are very willing to help with career education, but they have two requirements: they want to know exactly what is happening to students as a result of the project's activities; and they want a tightly orchestrated organizational structure that will make the best use of their time and personnel. They don't need or want elaborate explanations of educational philosophy. They want to know how their participation will improve the quality of their future employees.

There are several approaches to getting initial business and community involvement in career education.

1. Speak to Service Organizations

Obtain the District Roster of the membership of local service clubs like Lions and Rotary. If you have a personal contact in the club, ask that person what you have to do to get on the agenda for a meeting. If you have no contacts, send a personal letter (no form letters) to the Program Chairman at the beginning of the school year, or as far in advance of the preferred date as possible. National Education Week is you best chance to speak. Before you make your presentation, you should know:

a. Do I have specific needs that members of this group can fill? (Vocational area job shadows for a specific group of students, elementary level field trips in science related areas.)
b. Do I need a resource file of people and businesses willing to help if needed?
c. Do I want a better relationship in general between business and education, and better understanding of what the local system is trying to do for students?

Plan to speak 15 to 30 minutes, and plan your presentation around first, what help you are trying to give students, and second, around, the specific needs you have identified in order to do so. Questionnaires and surveys can be distributed to determine the level of involvement.

Another approach is to address question c only, and then to make personal contacts with members of the group who can fill specific needs. When talking about how business can help education, stress adequate student preparation before the activity (and make sure they are prepared in terms of behavior and basic knowledge), and follow-up activities (make sure thank you notes are sent, some record of the event is made, and that appropriate newspaper coverage is arranged if the event warrants it.).

2. Develop Contacts One by One

One danger of blanket appeals for help is that it is not always used afterwards. A group of business people ready to open their organizations up for job shadows and field trips want to do just that and as soon as possible so they can see how well it works. If years go by before they are called, or if you don't check in with them periodically, they may lose interest and write the whole thing off. The same is true for parents. In the beginning, it may be best to contact them one by one when you have a specific need, and to make these contacts through one individual whom they can call if problems develop. In this case, newspaper coverage of activities can be very valuable in making initial business contacts for you.

A Note on Planning and Organization

In working with business, make absolutely certain that all details have been planned in advance. One bad experience in any school system is all it takes to cool a valuable contact for career education in all school systems. Bad publicity travels faster and has a larger impact than good. If you haven't the time or the staff support to do it right, don't do it until you do.

PUBLICIZING EVENTS

The first step is to find out if anyone in your system is responsible for public relations or has experience in it. In some school systems it may by the Superintendent's responsibility., and he or she may want you to work through the central office. Whoever it is, talk to them about your plans and needs and enlist their help and support. The next step is to make a list of all the media in your area, and to develop personal contacts in each one. Find out what their needs and news requirements are and keep in close touch with them. The following tips generally apply to all news media, but may not all apply in your area.

Newspapers

1. Don't use copies. Use only good originals on clean white paper, made with a good, dark typewriter ribbon.
2. Don't use Polaroid pictures. Use 35mm black and white prints, with good black and white contrast, and the kind of composition you want to see in the printed story.It's a good idea to stamp the backs of pictures with the school and grade level, if possible.
3. When you write the story, use the same format newspapers use. Put the most important information in the first paragraph, and make it short (one or two sentences), and catchy. Put the next most important information in the second paragraph and so on to the end of the story.
4. Write a headline for the story which will make people want to read it. Double space between each letter of the headline.
5. Triple space the copy and make the margins as even and as wide as possible without ruining the way it look on the page.
6. If writing more than one page of copy, type MORE at the bottom of the first page.
7. Don't be afraid to make margin notations for the printer if you feel your directions will improve the readability of the story.
8. At the top of the first page, type your name, school system and the date. In caps, type "For Immediate Release", which tells the paper that they can use the story whenever they have the space .
9. If you are submitting a story that is not hard or immediate news, type "For Release at Your Convenience" instead of Immediate Release, to let the paper know that there is no deadline for using the story.
10. If your area correspondent is interested in using your stories and helping you get them in the news, send him/her your stories along with a cover letter summarizing the content.
11. If somethingnewsworthy has just happened or is about to happen, call your correspondent in advance and let him/her know that something is on the way. If you have time, write the story before the event and then you can fill in the details as soon as it happens.

Newspapers and other media want human interest stories and hard news stories. They want to report successful educational programs, but only in terms of what will happen to students as a result and how students feel about what is going on. Don't normally expect that long lists of students' names and who their parents are will make it into the papers. These things are published only when there is space to fill, which is why they are often printed weeks after the event. Instead, single out the most important students and include some noteworthy details about them and about the awards or activities they participated in.

Remember that your stories have a much better chance of becoming news if they do not have to be re-written, either by your correspondent or by his/her editor, and if their format is the same one used by the papers.

Radio

1. Write radio announcements just the way you want the announcer to speak them, including underlining words in red ink that need emphasis.
2. Make announcements very short, typed all in caps, and at least triple spaced.
3. Submit them one to one and a half weeks in advance of the event.
4. Use letterhead paper, type the date, your name and school system, phone number and otherwise use the same format as for newspapers. (Some radio stations want Public Service Announcements on post cards, some don't. Find out beforehand.)

Television

1. Personal contacts are everything. Don't mail anything - always visit in person, as far as possible in advance of the event you want publicized. (Three weeks, at least.)
2. Video tapes made by school systems will probably be in the wrong format and not professional enough for commercial television. For Public Service Announcements, a slide that you have made related to the upcoming event will probably be the best approach. Take it to the station contact and see if it can be used in a promotion.
3. Public Cable television follows somewhat different rules than commercial televsion.
    1. Public Service Announcements follow the same format as for radio, except that they should be written to be read by the viewer, and require about two weeks advance time.
    2. Public cable <u>will</u> broadcast school system video tapes, will sometimes help with editing, and will publicize the programs. (Some cable stations do not have editing facilities, some charge by the hour for editing, but all are required by their charters to offer the public access to their stations, to do public service programming, and to make themselves available to people who need technical help).
    3. Personal contact is extremely important.

Contact Persons:

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ACTIVITY: WORKING WITH CETA AGENCIES

GRADE LEVEL 7-12

DESCRIPTION:

Local schools working with various CETA prime sponsors will be confronted with the fact that the prime sponsors share goals for youth with the schools, but have a wider variety of programs to achieve their goals. In order for the local schools to work effectively with the CETA agency, the school must take the responsibility for clarifying the objectives of the local CETA programs for youth.

HOW TO SET UP:

A. Develop and maintain a good working relationship with the CETA worker(s) for your school.

B. Determine the types of programs available from the local CETA for school age youth, both full and part time programs.

C. Develop an understanding of CETA requirements for specific programs, i.e., age range, income levels, other eligibility requirements.

D. Identify in-school youth who meet the requirements and specify for which program they qualify based on eligibility and need.

E. Develop format in which CETA eligible school youth can be enrolled in CETA programs.

F. Work with CETA youth worker in developing job sites.

Contact Persons:

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COPE Coordinator
Sacopee Valley High School
RFD
Cornish, ME 04020

Tom Lyons
COPE Coordinator
Bonny Eagle High School
West Buxton, ME 04093

STAFF ACTIVITIES

INSERVICE PROGRAM

CAREER EDUCATION PLANNING MATRIX

CAREER RESOURCE CENTERS

USING MEDIA CENTERS

USING VIDEO IN CAREER EDUCATION

USING LABOR MARKET INFORMATION

CIDS AS A COUNSELOR TEACHER RESOURCE

ACTIVITY: CAREER EDUCATION INSERVICE PROGRAM FOR TEACHERS

GRADE LEVEL: If the size of the district allows, it appears to us that the inservice program for Career Education be structured by the following grade levels:

K-3/4-6/7-12

in order to allow the teachers to gain the most from the sharing of their own ideas. Because of local factors, we use a K-6 and 7-12 division, with one program for each level every other semester.

DESCRIPTION: After trying different approaches, we have settled on an eleven session program, which carries three state re-certification credits as the best one. The program is structured for from 15-25 participants.

The program uses a series of speakers to cover individual topics and is coordinated by one individual within the school who ties the various topics together.

TIME: Each class session was held on an afternoon after school for 2½ hours.

COST: Depending upon the program and local factors, cost can vary greatly. We attempt to stay within a $100. per session cost including coffee, materials, travel, printing, and speakers.

PROBLEMS AND IDEAS TO CONSIDER:

1. Teachers may respond in a negative way if there isn't an advance understanding of the course objectives and requirements.
2. Scheduling after school may present a problem with other teacher responsibilities. Perhaps participants can be polled as to the best day of the week.
3. It is important to have district administration support in encouraging teachers to take the inservice course.
4. Providing each participant with a large note book when the course starts helps to prevent the handout materials you give out from being wasted and provides each teacher with his own resource guide.
5. If class logs and the writing of classroom activities and units are some of the course assignments, they can provide a good source of information for the Career Education program as well.
6. A good pre/post test can provide good data to evaluate the program.

Attached are outlines for elementary and secondary courses for 1980-81. It should be noted that the secondary one is being rewritten to fit our ideas of an eleven session program.

Contact Person:

Terry Cekutis
Guidance Counselor
Bonny Eagle High School
West Buxton, Maine
727-5131

Outline Objectives for K-6

Spring Career Ed Inservice

SESSION I - INTRODUCTION

1. After participating in a career awareness activity, teachers will describe the salient features of a career education learning activity.

2. After participating in a discussion of the rationale, history, and basic principals of career education, the teachers will justify the need for career education through class discussion.

SESSION II - How Career Education works in the classroom.

1. The consultant will demonstrate and share activities infusing career ed.

2. Teachers will become familiar with how the eight elements and clusters apply to the classroom.

3. Teachers will have an opportunity to share and discuss their ideas and activities for infusion.

4. Teachers will suggest and compile activities generated by the group.

SESSION III - Career Development

1. Teachers will choose a specific occupation or avocation to research or explore after completing some career development and decision making activities.

2. Teachers will plan the strategies they will use in exploring their chosen tentative occupation or avocation.

SESSION IV - Mapping Career Education into the school curriculum

1. Teachers will identify the knowledge, skill, and attitudes found in components fo their school curriculum and career education materials.

2. Teachers will describe the relationships between the objectives of their school curriulum and career education elements.

3. Teachers will describe ways in which different learning experiences or activities can achieve the objectives of both school curricula and career education.

4. Teachers will build upon various learning experiences to relate them to the concept of scope and sequence for career education infusion activities.

SESSIONS V & VI - Infusing Career Education

1. Teachers will analyze career education activities by conducting several activities provided by the instuctor.

2. Teachers will develop guidelines for career education infusion activities after analyzing existing activities.

3. Teachers will develop career education infusion activities for their classroom settings.

SESSION VII - Career Exploration

1. Teachers will research or explore an occupation or avocaiton of personal interest to them.

SESSION VIII - Implementation Strategies for Career Education

1. Teachers will investigate the nature and advantages of various strategies or organizing vehicles for implementing career education, such as Role Playing, class meetings, experimental learning, or interest centers.

2. Teachers will plan adn develop an activity useing at least one of the strategies investigated.

SESSION IX - Using Career Education activities

1. Teachers will prepare their own classroom activities in accordance with established curriculum.

2. Teachers will demonstrate on of their activities to the inservice group.

3. Teachers will evaluate each other's activities in terms of their relationship to the elements, clusters, and learning modes.

4. Teachers will present one of their activities in their individual classroom.

SESSION X - Sex Bias and Stereo-typing

1. Teachers will become aware of the issues surrounding sex bias, stereo-typing, and discrimination.

2. Teachers will share method for combating these issues in the classroom.

SESSION XI - Roles and Fuctions of School Personnel in Career Education

1. Teachers will express their feelings about implementing Career Education.

2. Teachers will brainstorm contraints and possible solutions in implementing Career Education.

3. Teachers will identify the roles of members of the school community and contrast those roles to the various functions involved in the implementation of Career Education.

SPECIFIC OBJECTIVES FOR EACH
OF THE 13 WORKSHOP SESSIONS
GRADES 7-12

SESSION #1. INTRODUCTION

1. After participating in a career awareness activity, teachers will describe the salient features of a career education learning activity.

2. After participating in a discussion of the rationale, history, and basic principals of career education, the teachers will justify the need for career education through class discussion.

SESSION #2. CAREER DEVELOPMENT

1. Teachers will acknowledge a personal commitment toward career education, after completing several personalized career development experiences.

2. The participants will participate in a discussion of a comprehensive career education program and describe how that program would function in their school systems.

SESSION #3. CAREER DEVELOPMENT (continued)

1. Teachers will choose a specific occupation or avocation to research or explore after completing some career development and decision making activities.

2. Teachers will plan the strategies they will use in exploring their chosen tenative occupation or avocation.

SESSION #4. CAREER DEVELOPMENT THEORY

1. Teachers will be able to identify and define the eight elements of career education.

2. Teachers will be able to analyze which elements are present in sample activities.

3. Teachers will be able to explain a conceptual model of career education infusion.

4. Teachers will discuss theories of career development and describe the essential components of a developmental approach to career education curriculum around them.

5. Teachers will review the 15 occupational clusters and discuss the advantages and disadvantages of organizing a career education curriculum around them.

SESSION #5. CAREER EXPLORATION

Teachers will research or explore an occupation or avocation of personel interest to them.

SESSION #6 MAPPING CAREER EDUCATION INTO THE SCHOOL CURRICULUM

1. Teachers will identity the knowledge, skills, and attitudes found in components of their shcool curricullum and career education materials.

2. Teachers will describe the relationships between the objectives of their school curriculum and career education elements.

3. Teachers will describe ways in which different learning experiences or activities can achieve the objectives of both school curricula and career education.

4. Teachers will build upon various learning experiences to relate them to the concept of schope and sequence for career education infusion activities.

SESSION #7 & 8 INFUSING CAREER EDUCATION

1. Teachers will analyze career education activities by conducting several activities provided by the instructor.

2. Teachers will develop guidelines for career education infusion activities after analyzing existing activities.

3. Teachers will develop career education infusion activities for their classroom settings.

SESSION #9 DEVELOPING AN INSTRUCTIONAL UNIT FOR CAREER EDUCATION

1. Teachers will analyze instructional units with infused career education activities provided by the instructor.

2. Teachers will develop guidelines for an instructional unit with infused career education concepts.

3. Teachers will develop instructional units with infused career education for their classroom settings.

SESSION #10

1. Teachers will identify a variety of program approaches for using community resources in career education.

2. Teachers will identify guidelines for developing exemplary programs utilizing community resources.

3. Teachers will design a program utilizing community resources.

SESSION #11 IMPLEMENTATION STRATEGIES FOR CAREER EDUCATION

1. Teachers will investigate the nature and advantages of various strategies or organizing vehicles for implementing career education, such as Role Playing, class meetings, experimental learning, or interest centers.

2. Teachers will plan and develop an activity using at least one of the strategies investigated.

SESSION #12 CONTEMPORARY ISSUES AND THEIR RELATION TO CAREER EDUCATION

Teachers and the instructor could create and experience an instructional unit on a contemporary subject such as "Chold Abuse", "Expanding Sex Roles", or "Expanding Opportunities for Handicapped Students".

SESSION #13 ROLES AND FUNCTIONS OF SCHOOL PERSONNEL IN CAREER EDUCATION

1. Teachers will express their feelings about implementing Career Education.
2. Teachers will brainstorm contraints and possible solutions in implementing career education.
3. Teachers will identify the roles of members of the school community and contrast those roles to the various functions involved in the implementation of career education.

ACTIVITY: CAREER EDUCATION PLANNING MATRIX

Teacher and counselor involvement in the career education process is essential for the success and impact of a comprehensive career education program. Specific goals and objectives are developed by grade level and by curriculum areas to ensure nonduplication of effort and coordination of activities within the school system.

The development of goals and objectives centers around the eight elements of career education and the process known as infusion. Through the process of infusion the teaching of career education concepts becomes integral to the teacher/learner relationship, not another add-on. Infusion is the process of integrating or mixing a new set of ideas and learner outcomes into an established curriculum format.

The career education concepts to be infused into established curriculum are represented by the eight elements which are depicted in the following chart.

The Eight Elements of Career Education

The Components of Appreciations and Attitudes are:

1. Awareness of the dignity in all work.
2. Appreciation of the work ethic.
3. Awareness of opportunities for productive use of leisure time.
4. Awareness that job choice should be dependent on neither race nor sex.
5. Awareness of different lifestyles.

The Components of Beginning Competencies are:

All skill development -- Cognitive, psychomotor, and interpersonal.

The Components of Career Awareness are:

1. Awareness of all career opportunities available (grades K-6).
2. Exploring career clusters based on personal interests and aptitudes (grades 7-9).
3. Preparing for specific jobs (grades 10 through adult).

The Components of Decision Making are:

1. Awareness of and expertise in the decision making process.
2. Development of the ability to select alternatives most consistent with one's life goals and to implement effective courses of action.

The Components of Economic Awareness are:

1. Awareness of how occupations relate to needs and functions of society.
2. Awareness of the relationship among personal economics, lifestyles, and occupations.
3. Awareness of basic economic concepts needed to best meet life goals.

The Components of Educational Awareness are:

1. Awareness of the relationship between what is learned in school and the world of work and/or family role.

2. Being aware of all educational opportunities available.

3. Awareness that different occupations require different types of training.

The Components of Employability Skills are:

1. Development of effective work habits.

2. Job seeking skills.

3. Job keeping skills.

The Components of Self Awareness are:

1. Awareness of one's feelings about self in terms of abilities, wishes, interests, values and life goals.

2. Knowledge of one's own limitations, maintaining a positive self concept, functioning effectively in the world of work, and leading satisfying lives.

The Career Education Planning Matrix on page #61 is a simple device for educators implementing career education. To use the matrix, briefly describe learning activities in the left hand column. Then using the chart describing the eight elements, determine which elements can appropriately be infused into the learning activity. Place an X in the box underneath each element to be infused into the specified learning activity. Upon doing this, describe how you will infuse the elements in the space provided below the matrix. This planning activity allows educators to gain a beginning competency in career education.

Additional training and materials are needed to pursue career education implementation within classroom and guidance services.

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CAREER/EDUCATION PLANNING MATRIX

Learning Activity / Career Education Element	Appreciations and Attitudes	Beginning Competencies	Career Awareness	Decision Making Skills	Economic Awareness	Educational Awareness	Employability Skills	Self Awareness

NOTES:

ACTIVITY: CAREER RESOURCE CENTERS

GRADE LEVEL: ALL GRADES

DESCRIPTION:

A career information and career education library designed to provide occupational information, job seeking and holding skills, self-awareness materials, education and training opportunities information is an important component of a career education program. Staff and students need to have easy access to the materials and need to be made aware of their existance and potential uses.

HOW TO SET UP:

Finding a place to house the materials is the first step. Utilizing existing resource space (i.e., guidance office, media center) is a good start. A few shelves are all that is really necessary. Appropriate materials can be selected from the school library, teachers' resources, AV Department, or the guidance office for the career resource center. These materials can be arranged in numerous ways depending on whether the center is part of the library or guidance office or whether there will be a staff person or student aid available to help users locate the materials. General categories can be set up, such as the following currently in use at the Career Resource Center at the University of Maine at Augusta:

A. Career Planning and Decision Making -
Materials on self-awareness, decision-making skills, and life planning.

B. Occupational Information -
This will probably be the largest category and can be broken down in many ways, such as:

1. General information on careers, directories, encyclopedias on a variety of jobs, i.e., DOT.

2. Information on specific careers or on specific clusters, i.e. Your Career in Music.
3. Information on careers for special groups, i.e., minorities, women, self-employment.
4. Labor Market Information - include Occupational Outlook Handbook and other information on employment trends.

C. Job Search Information -

Such as - What Color Is Your Parachute; information on interviewing and job hunting.

D. Education and Training Information -

College directories and catalogs, vocational school listings.

E. Community Resources -

For use by teachers and students; listings of local services, field-trip sites, classroom speakers, etc.

F. Employer Information -

Federal jobs summer employment opportunities; local businesses looking for part-time help; national directories on job placement.

G. Professional Information -

Teacher-oriented materials, curriculum guides, in-service program readings.

H. Bibliographies -

There are many other classification systems which would also work with this type of material. Books, films, filmstrips, etc. can all be organized into these categories. Pamphlets can be organized in a file cabinet using the same system.

Staff and students would need to have orientations to the materials and to the organizational system. A poster or chart could be used to describe the system, and color codes for each category would facilitate re-shelving. More sophisticated retrieval systems such as card catalogues and call numbers could be incorporated as the collection grows.

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ACTIVITY: USING VIDEO IN CAREER EDUCATION

In career education, video is often used to tape field trips, used to tape field trips students can't take, to tape speakers and to interview workers. It can also be used to show parents and the Board of Education what is really going on in school, or to disseminate project information to other school systems. It can also be used to create programming unique to the local system and designed specifically to meet that system's needs. All of these are valid uses of the equipment, especially the latter, but all need qualification.

Video as a Camera

This is the most ineffective use of school video equipment. Video taping of events and speakers is not a good use of the equipment, because the resulting tapes, in themselves cannot be used for much afterward. The only audiences interested in these kinds of tapes are the people in them (and their parents). Tapes of field trips are the exception to this rule, provided:

1. Tapes are very short - less than 10 minutes.
2. Tapes are broken up with transition shots.
3. Tapes are either narrated or taped in some kind of obvious sequence. (One effective way to overcome sound problems on field trip tapes is to dub music over the video.)

Tapes of classroom speakers by themselves are almost never usable by any group other than the one who heard the presentation in the first place, who can use them as a review of the material. Also, speaker tapes featuring what is known as the "Big Talking Face" (camera centered almost continually on the speaker's nose) are incredibly boring, even to the original audience.

Video as Part of the Career Education Curriculum

This is the most effective use of school video equipment, but also the most difficult to implement and maintain, the most time consuming and the most expensive. Following are some ideas:

1. Making students feel important through special attention to their activities and feelings.
2. Using video as a way to study communications, media and advertising.
3. Using video to work on behavior modification in the classroom.
4. Using small group video production to improve interpersonal skills.
5. Using video to understand how news is made and reported.
6. Using video to improve performance in public speaking, dramatics, and athletics.
7. Using video to explore body language, conflict in groups, and emotions.
8. Using group work in video production to enhance organizational and logical thinking skills, as well as giving students first-hand experience in short-term goal setting, cause and effect, and decision-making.
9. Using video production to explore social problems and help younger children become more aware of the community in which they live.
10. Using video tape to preserve rapidly disappearing skills and crafts. (Foxfire format.)
11. Using video to refine job-getting skills (interviewing techniques) and job keeping skills (problematic situations on the job).
12. Using video as an evaluative tool in lieu of surveys and tests.
13. Using video productions to examine occupations in career clusters.
14. Using video productions to create working relationships with community groups and organizations (police, city government, parents, can all work together on a video production on substance abuse.)

Video as Dissemination

Video can be effective as an in-service training tool, as a public relations tool in dealing with small groups of people, and could conceivably be used to document a major portion of a funded project. The cost is about the same as for written material, both in terms of money and personnel time spent.

Making an Effective Video Tape

With very few exceptions, almost no raw, straight footage of anything will be effective. The reasons for this are based on the fact that commercial television has conditioned viewers to expect a commercial about every 10 minutes. We have also been conditioned to expect certain camera angles, and a high -quality sound and picture coordination. The video work that is done outside of commercial telvision is completely different. It is much more creative, much narrower in scope, much shorter, and follows much different rules.

The first rule of video production, no matter what level of skill you have, is planning. The best approach we have found is called "Progressive Video Programming", which we borrowed from business. But regardless of how you choose to do your planning, you should be aware of the second rule of video production -- it takes a lot of time to make an effective tape, and it takes a lot of time to reach the point where you <u>can</u> make effective tapes.

STEPS IN VIDEO PRODUCTION

1. Identify the need for a tape, and establish the theme.
2. Identify the audience. The audience is the single most important factor to consider in making a tape. An "effective" tape is one that gives the audience the right kind of information on the level most applicable to their needs. Before you begin, you must know who the audience is, how much they know and want to know, and what you expect from them, and they from you.
3. Write behavioral objectives. Establish what you want to happen to the audience as a result of viewing the tape. Motivational tapes are different from informational ones.
4. Check to make sure you have the right information about the subject. If there are gaps in your knowledge of the subject, do the necessary research.
5. Outline how the finished tape will look. It is at this point that you should distinguish between what it would be nice for the audience to know and what they absolutely need to know. In a 10 minute tape, which the very longest the tape should be, superfluous information can't be included. It confuses the audience. When you outline the tape, you can be as loose or as detailed as you feel you need to be. Experience will be the best guide.
6. Make the tape.
7. Log the tapes. Using the counter on the VTR, tag the important information and the most appropriate shots on the tape. When you edit, put these in the sequence you outlined in number 5.
8. Edit. Editing includes adding narration, music, etc., and putting scenes in sequence and adding titles. Use a new tape recorded black (keep the lens cover on the camera and record the entire length of the tape.), and start about 50 feet into the beginning of the tape.

A Note on Editing

Editing is pretty complicated. It is usually done in a televison studio with special equipment, but you can do it using two video tape recorders, provided you have lots of time and patience. If you can't do that, then planning is even more important. Many cameras allow you to play back what has just been recorded through the viewfinder. If yours will do this, then you can use it on location to re-tape something that didn't come out right, or to edit out parts you know you won't use. In the beginning, new video users have a tendency to tape everything that happens. Something that seemed to take a very short time while you are taping it, will seem like hours when you play it back. The more experience you have with location taping, the better you will be able to tell what to tape and what to leave out.

When You Can't Edit

1. Find out everything you can about the subject before taping. If you are interviewing, make a practice tape with the person and play it back before proceeding. Then ask only the questions that got the best response in the first tape.
2. Tape everything according to a sequential plan, and re-tape those parts you aren't satisfied with on the spot.
3. Record black on all tapes before taping.
4. Keep the time limitations of the audience' attention span in mind all the time. If the tape is too long, the message will be lost.

Helpful Hints

1. Spend as much time as it takes to get to know the limitations of the equipment. Don't pay any attention to the salesperson who sold it to you.
2. Make sure you have a good external microphone, and that it won't self-destruct when the first child touches it.
3. Take extremely good care of the equipment. Frequent repairs is one factor that will limit your use of the equipment and the teacher and administrative support you get when you want to make a tape.
4. Make sure there is adequate money to cover tapes, maintenance, and accessories.
5. Make sure no one uses the equipment who has not been trained by you to do so, and make sure you keep all the tapes that are made and get those that are borrowed back.

Contact Person:

Heidi McGinley
South Portland School Dept.
130 Wescott Road
South Portland, Maine 04106

ACTIVITY: USING MEDIA CENTERS
GRADE LEVEL: K-12

DESCRIPTION: Bath /W. Bath School Dept. has 1 Senior High, 1 Jr. High and 5 Elementary Media Centers. The Senior and Jr. High each have a full time media specialist, and the elementary schools have a full time media specialist that travels between the sites. Each elementary site has an aide that helps the specialist.

HOW TO AND WHAT: The Career Education Coordinator has established and maintained a good working relationship with the media specialists. We work together, with the Career Education Committee in choosing and displaying career education materials. Special sections at each site have been made to attract students to career materials. Posters are used to create interest and improve awareness of career opportunities and materials. Filmstrips and tapes are available for students to use at Junior High level in the Media Center. Faculty and staff members are kept informed of what is happening, what new materials have arrived and how to use them.

Resource materials compiled by Career Education have been placed at each site and faculty have been made aware of and encouraged to use them.

Even if a district is not fortunate enough to have all the staff that Bath School Dept. has, the Media Center is an effective and easy place to enhance career education. Basically, making material available, visible and desirable will help career education and the people you are trying to reach. It is essential that career education be in communication with faculty and make them aware of what is available, where to get it and how to use it. This can be done at faculty staff meetings and/or memos and personal contact.

Contact Person:

W. Bruce Webb
Career Education Coordinator
Bath School Dept.
Bath, Maine
442-8447

ACTIVITY: USING LABOR MARKET INFORMATION

Research indicates that there is a direct relationship between one's success in the labor market and one's knowledge of relevant career and occupational information. The purpose of this section is to introduce the concept of personalizing the process of labor market analysis for high school students. Today, a wealth of information exists that is produced by the Manpower Research Division, the Bureau of Labor, and educational institutions. In order to personalize the Labor Market analysis process, individual assessments must be undertaken so that one can relate personal interests, aptitudes, values and skills to those conditions existing within the labor market.

Following is an action plan which counselors can adapt to assist students in analyzing labor market areas.

ACTION PLAN

1. Contact the Manpower Research Division to obtain copies of their publications.

2. Using the activity sheet entitled "Classifying Manpower Research Division Publications", rate these publications in relationship to their utility as a resource.

3. Obtain copies of the publications listed on the Labor Market Analysis Form.

4. Review these publications in order to understand their use in the labor market analysis process.

5. Develop an individual assessment process that will lead to increasing a student's self awareness as it relates to interests, aptitudes, values, skills, personal preferences, and ambitions.

6. Assist students in composing an essay examining strengths and weaknesses as they relate to the world of work.

7. Using this information assist student in walking through the process of completing the Labor Market Analysis Sheets.

Classifying MRD Publications — Activity Sheet I

Review the Directory of Labor Market Information* to determine the appropriateness of each publication for your use. In the columns to the right, place an "X" in the column which best describes the purpose of each publication.

Title of Publication	Counselor Resource	Client Resource	Not Appropriate
Careers in the Maine Woods			
Maine Occupational Monographs			
Job Opportunities: A Survey of Job Bank Openings			
Maine Occupational Staffing Patterns			
Labor Market Information Newsletter			
Annual Planning Information Packet			
Maine Occupational Outlook to 1985			
Occupational Wages and Fringe Benefits			
Employment Developments for Vocational Education			
Women and Minority Statistics			
Employment Wages and Contributions Report			
Maine Manpower			
Current Employment Statistics Table			
Civilian Labor Force Tables			
Female Labor Force Tables			
Job Service Activities			
Unemployment Insurance Weekly Gram			
Monthly Operations Highlights			
Resume of the Area Job Market			
Maine Occupational Licensing Requirements			
A Handbook For and About Working Women in Maine			

* Annotated bibliographies are contained in this publication.

A Strategy for the Analysis of Labor Market Areas (LMA)

In the State of Maine, there are 30 labor market areas. In order to realize one's employment potential within given geographic areas throughout Maine, it is necessary to be able to investigate the resources, both public and private, within specified areas, to determine the possibility for labor supply/demand match. The following describes a plan of action utilizing informational sources developed by the MRD and other agencies which can be used in this Labor Market Area Analysis.

To complete an LMA Analysis, use the following resources to complete the LMA Analysis Form on pages

Resources:

-- MRD Publications
-- Maine Register
-- Maine Marketing Directory
-- Yellow Pages
-- Local Career Education Resource Directory
-- Occupational Outlook Handbook
-- Dictionary of Occupational Titles
-- The State of Maine Career Infomation Delivery System

Instructions for Completing a Personalized Labor Market Analysis

1. Select a labor market area for your personal analysis.
2. Review each suggested resource to understand its use for your analysis.
3. Fill in the sections identified on the LMA Activity Sheet.
4. Review your results with other students, your counselor, teachers, and your parents for feedback.
5. Based on feedback finalize your analysis.

PERSONALIZED LMA ANALYSIS FORM

Geographic Area Covered by LMA:

_____

_____

_____

A) List the Major Industries:

Industry	Location

List the occupations within the industries which are of interest to you:

Name of Occupation	Occupational Outlook	Average Starting Pay	Special Conditions

B) List the small businesses which are of interest to you:

Name of Business	Location

List the occupations within these small businesses which are of interest to you:

Name of Occupation	Occupational Outlook	Average Starting Pay	Special Conditions

C) List the five (5) greatest growing occupations within chosen LMA:

Name of Occupation	Occupational Outlook	Average Starting Pay	Special Conditions

List the major employers of persons holding the occupations that interest you most:

Name of Employers	Location

List the major performance responsibilities of the incumbent of this occupation:

D) Through examination of the telephone yellow pages and the Maine Register, develop a life style scenario relating chosen occupations to identified geographic area.

E) Additional Student/Client Activities:

1) Interview incumbent of selected occupations of personal interest.

2) Job shadow occupations with available community resource persons.

3) Review those skills necessary to obtain a job.

4) Identify educational and training routes to selected occupational goals.

5) Visit Labor Market Exchange Offices, such as the Maine Job Service or private employment agencies.

6) Analyze the economical pay offs of various training/ educational routes to gain entry level employment positions.

Contact Person:

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DECS
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ACTIVITY: CIDS AS A COUNSELOR/TEACHER RESOURCE

The Career Information Delivery System (CIDS) provides teachers and counselors with timely career and occupational information. Although typically used within the framework of career counseling and planning for job entry and post secondary educational training, the CIDS can serve classroom teachers, K-12, as well as counselors as a resource for the structuring of career awareness trips, job shadowing programs, career exploration activities, internship programs, cooperative education programs, bulletin boards, and classroom speaker programs. Using the Cids as a base of information, these activities and programs can be designed to better meet the identified career interests and needs of the students within your school.

HOW TO:

The CIDS contains information on careers and occupations and educational opportunities on a national level as well as information specific to the State of Maine. The national information is contained in six (6) files:

1. OCCU - occupational file with 875 job titles
2. ASOC - armed services occupations, relating military occupations to civilian occupations.
3. COL2 - two-year colleges.
4. COL4 - four-year colleges.
5. GRAD - graduate schools
6. AIDS - financial aids

The State information is contained in three (3) files:

1. MEOC - 325 job titles with employment trend information specific to Maine.
2. MEVT - Maine vocational training opportunities
3. MEFA - Maine financial aids

Suggested Activities:

The information in the two occupational files (OCCU, MEOC) can be related to the local community by matching the job titles in the files to jobs present in the area. This matching would then be the beginning of a community resource file. The match could also be done with an existing community resource file. This information would be used in selecting classroom speakers, job shadowing sites, field trip sites.

For social studies or math classes, the employment outlook information could be used to illustrate labor trends, percentage turnover in employees, salary levels versus educational level.

Job descriptions can be used directly as part of a bulletin board display on occupations either as a separate subject (example - occupations related to the environment) or in conjunction with National Library Week, Fire Prevention Week, etc., or other special programs available at the school (example - co-op education class could highlight the areas where the students in the class are employed, showing the range of jobs available).

There is a national association listed as part of each job description. This association can be contacted to send out more information on the careers in their field to be used as research material for students or display materials.

Using the CIDS search strategy, either alone or along with standard interest inventories, further information can be provided to the student on specific job areas as well as providing an expanded list of occupations for further exploration based on his/her interests. The search itself can be used to determine possible job shadow interest areas. Interest in classroom speakers can be determined by the search method also. The occupational interest areas for a whole class could be compared and matched to determine which speakers would be best appreciated by the students.

The ASOC file can be a good source of information to supplement visits from military recruiters. The students would have some advance knowledge of the kinds of occupational opportunities available in a given branch of the military and could gear their personal interviews according to their interests.

The two and four-year college files could be used to compare training programs, student population and services as well as indicating which schools offer a specific program.

The preceding activities are suggestions as to other ways the information contained in the CIDS files can be used to support existing programs for students.

In order to encourage staff use of the CIDS, it is necessary to provide a comprehensive in-service training program. In developing a staff training program, the following should be addressed:

1) The need for using career and occupational information.

2) The contents of the files.

3) Techniques for accessing the information in the files.

4) The relationship between career and occupational information and curriculum areas.

5) The use of CIDS in designing career education activities based on student needs and interest.

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STUDENT ACTIVITIES

CAREER FAIR

CAREER AWARENESS FAIR

MINI-WORKSHOPS

JOB SHADOWING: TWO EXAMPLES

COMMUNITY - BASED LEARNING

RESOURCE SITE DEVELOPMENT FOR COMMUNITY

BASED LEARNING

INDEPENDENT STUDY PROGRAM

JOB PLACEMENT

ACTIVITY: CAREER FAIR

GRADE LEVEL: EIGHTH GRADE

DESCRIPTION:

This career fair was geared toward 8th grade students and was organized by the Language Arts teacher. Students did career research; learned interviewing skills such as how to obtain an appointment, appropriate manners and dress, listening skills, importance of eye contact, and what questions to ask; and were involved in a four week unit on career education.

HOW TO SET UP:

The staff members took on the responsibility of inviting local business people to participate in the fair. Checklist of activities follows:

A. Set date and place. Spring is helpful since students are signing up for high school courses and some displays can be outdoors.

B. Send letters to area business people explaining purpose of fair, student preparation, expectations for participants and requesting information on display space needs.

C. Set up display areas for participants.

D. Set up schedule for students to view displays and interview participants.

E. Prepare students in class for interviewing participants by providing opportunities for career research and experience with interviewing skills.

F. At close of fair, give an evaluation form to business participants to get their feedback on the experience. (See following page for evaluation form.)

Would you please answer the following questions:

1) After talking to students, did you notice any careers that they mentioned, which we did not have? _____

2) Would you be able to come again another year? yes ☐ no ☐ maybe ☐

3) Did you feel that the fair lasted an appropriate length of time? yes ☐ no ☐

4) Did the students ask intelligent questions? yes ☐ no ☐

5) Was there anything else that you would like to see changed? yes ☐ no ☐

6) If you have any other suggestions, please feel free to write them on the back yes ☐ no ☐

G. After fair, send thank you notes to participating businesses.

Following are four objectives with activities relating to the career day:

Objective #1

Students should know what priorities are important to them in a career.

Activities:

(a) On board write and discuss what class thinks is good in a job.

_____ Money	_____ Variety	_____ Service to others
_____ Training	_____ Security	_____ Leisure time
_____ Self improvement	_____ Excitement	_____ Status
_____ Creative outlet	_____ Life style	

(b) Students number their priorities 1-11.

(c) Using top 3 priorities, write a paragraph discussing why these are the most important to you.

(d) Define success in 25 words or less, and make a poster with your definition.

(e) Write a story entitled, "He/She really has it made!"

Objective #2

Students should become familiar with various careers available to them.

Activities:

(a) Each student should read at least 5 Maine monographs and complete the worksheet for 3 of them. (See worksheets.)

(b) Career Fair - each group attends career fair and interviews guests.

Objective #3

Students should know questions to ask about careers to further one's own knowledge.

Activities:

(a) In class - on board develop questions that would be good to ask about any job. Class copy.

(b) On career day, each student will have questionnaire sheets to fill out on three occupations.

(c) Answers to questionnaires will be discussed and analyzed in class after the fair.

Objective #4

Students should begin the selective process for a career.

Activities:

(a) Write a report on the career you would choose now for yourself. Description, training, rewards, security, life style, sacrifices, why you chose, what you need.

(b) Practice resumes & applications for jobs - getting all necessary background information and knowledge of terms like RACE, etc.

(c) Practice job interviews - role play (appearance, etc.).

(d) Make a poster advertising the job you chose.

(e) Make out slips for courses to take next year, based on career choice.

Contact: Mary Lou Heintzelman
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Madison Jr. High School
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ACTIVITY: CAREER AWARENESS FAIR

GRADE LEVEL: PREPARATION FOR THE FAIR INVOLVES ALL TEACHERS AND STUDENTS, GRADES 10-12. ATTENDANCE AT THE FAIR COULD INCLUDE STAFF AND STUDENTS, 7-12.

DESCRIPTION:

This fair is a student-based career exploration project which involves groups of students with similar career choices. The Career Awareness Fair is a full day series of group projects/demonstrations plus a series of mini-presentations on related topics (Women and Work, Values Clarification, Job Trends, Vocational Opportunities, Armed Services, etc.) which have been prepared by groups of students under the direction of a faculty member. In preparation for the fair, groups of students with similar career interests meet to research their career area, interview local resource people, job shadow, if appropriate, and, as a result of their research, prepare a project/demonstration to be presented at the Career Awareness Fair.

HOW TO SET UP:

The following steps are a guide to the implementation of this fair:

A. Presentation of project concept to entire faculty.

B. Student survey to determine overall student interest in career awareness fair participation.

C. Presentation of career awareness fair concept to all students through classes common to each grade, i.e., 10th grade Biology, 11th grade U.S. History, 12th grade English.

D. Student selection of career cluster area they wish to explore. This is done in same classes as above.

E. Assignment of students to faculty member(s) coordinating the cluster areas. Depending on career area interests within a particular curriculum area, and number of staff, teachers may be responsible for more than one group.

F. Career cluster groups meet once a week for eight weeks. Teachers/advisors are responsible for facilitating and monitoring group progress throughout the eight weeks. The student group is responsible for an action plan involving task assignment to group members and completion of the following activities:

1. Research concerning particular occupations within their cluster area
2. Contact with community resource person in that occupational area
3. Interview with community resource person
4. Possible job site visit and/or job shadowing
5. Maintenance of group log sheet throughout eight weeks which highlights: action plan, research bibliography, interview preparation and implementation, plan for physical model, oral presentation and career day plans
6. Preparation of group project/demonstration to be highlighted at Career Awareness Fair.

G. Career Awareness Fair Day

1. Short introductory general assembly which covers overview of eight elements of career education and introduction of workshop presenters
2. Group presentations of career cluster projects (number of presentations dependent on student interest as determined by student sign-up prior to fair day)
3. All students are assigned to review a number of group presentations, based on their interests. Students report back

G. 3. to their classes in oral or written form on the projects they have seen.

Costs: Minimal for printing and materials for presentations and publicity

Contact Person: Bill Webb
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Searsport District High School
Searsport, Maine 04974

ACTIVITY: MINI-WORKSHOPS

GRADE LEVEL: K-12, dependent upon type and scope of workshop.

PURPOSE: To expose students to and give some limited hands on experience in a variety of skills related to different areas of work.

EXAMPLES: Photography, weaving, singer/songwriter, building trades, pottery, etc. The type of workshop that you may have is dependent upon resource people to offer skills in a particular area.

HOW TO: Resource people are continually sought and kept on file as to their skills and availability. How resource people are found is another entire area of concern, but basically the community supplies most of all the people we need. Those people are personally contacted and asked if they would be willing to help in a particular area of study. In Bath and W. Bath for example, a mini-workshop in photography was given over a period of 6 weeks, 2 hours a week in the Junior High School. Initially only seventh graders were chosen from a group who expressed interest in graphic arts. Approximately 25 students were involved. Area photographers were involved in teaching a wide variety of aspects involving what working in the field of photography is all about. Students were also given assignments to research before workshops were given. An author/photographer was contacted. He visited the school and presented why and how he became involved with his profession, what he had to do to learn it and basically why he does it. A professional studio photographer was used to present his views of the profession to the students. Audio-visual aids in the form of movies, slides, tapes and books were used throughout the course. Kodak Corporation has available, free, a series of filmstrips explaining the photographic process in detail. Finally, we used a commercial photographer who runs a photographic laboratory to come in and explain and demonstrate darkroom techniques. The students were allowed to actually use equipment to learn these techniques.

Bath is fortunate to have a darkroom available through the yearbook facilities at the Senior High. A grant provided funds to buy 10 inexpensive cameras and one moderately priced 35mm projector. Film and supplies were less than $500 including price of cameras. Students were taught how to compose good photographs, what makes a good photo, how to do a photo essay, portfolio, and darkroom techniques. Once the initial investment is made the cost is minimal. All the resource people used volunteered their time and some of the material. The Junior High School Media specialist was instrumental in implementing this program.

West Bath School, with $100 of C. E. monies, provided a series of mini-workshops involving a carpenter, potter, weaver, and dentist. The workshops were each 2 hours, one per week for 4 weeks. Each week prior to the workshop, the 4th, 5th, and 6th grade students studied about the trade to be shown. The resource people came in with the tools of their trade and shared with students how they became involved, what it takes, i.e., educationally, financially, etc, and showed them how they actually worked with their tools.

Students were allowed to participate. Money was used to buy supplies for the resource people to use. Only $40. was used. Time was donated.

Coordination between administration, teachers, and community people is essential. Plan in advance.

FILM WORKSHOPS: Free films are available from a wide variety of sources, usually sponsored by some major corporation i.e., I.B.M., oil companies, insurance companies etc., and in the senior high school we schedule a film once per week. It is shown during the lunch break and interested students view the film to learn about a subject area of interest. Not all the films are great and should be previewed first. Only a limited number of students are reached this way, and it would be better to show it during study hall time. This can be worked out with administration.

CONTACT PERSON:

W. Bruce Webb
Career Education Coordinator
Bath School Department
442-8447

ACTIVITY: JOB SHADOW
GRADE: 7-12

DESCRIPTION: Job shadows provide students with an opportunity to obtain an inside look at occupations that interest them. A student spends a day, ½ day, or whatever would be appropriate with a worker in that occupation.

HOW TO SET UP: Students go through the process of exploring careers (self-awareness, career-awareness) and select 1 or 2 jobs that they would be interested in exploring in-depth.

Community contacts (through use of community resource file, etc.) are established and job shadow appointments are arranged.

Students prepare information she/he wishes to gain, questions to be answered, during the job shadow. (For a shadow to be successful, student must be knowledgeable in career area and have questions prepared.) A contract could be established with teacher concerning information student will obtain on shadow. Student could report this information back to class or as a written assignment.

An evaluation form is completed by the employee involved in the job shadow.

Thank you notes are a requirement of the activity.

COST: Costs involved may include postage needed for employees to return their evaluations, time for the development of a job shadow site.

PROBLEM AREAS: Community resources could present hindrances to the activity though we have found businesses to be quite willing to have students come in. Most shadows have been evaluated highly by the individuals involved. Most participants, both students and community members, expressed an interest in repeating the experience. Student preparation for the shadow is important.

Contact Person:

Judy Madeira
Maine Youth Center
So. Portland, Maine

772-7434

ACTIVITY: SHADOW PROGRAM

GRADE LEVEL: HIGH SCHOOL

Purposes:

- To assist high school students in making wise decisions about their future in the job market.
- To assist high school students in identifying realistic work experience alternatives and accepting responsibility for those decisions.
- To help high school students gain insight into the personal and social value of employment through direct observation.
- To assist high school students to discover relationships between school subjects and educational requirements on the job.

Method:

Students will receive necessary permission forms to allow parents and teachers to give permission to miss classes, either for a full day or for a portion of a day.

Students will make a realistic assessment of their skills through a personal interview with the Career Education Coordinator. Testing for aptitude and interest is available, as well as a wide variety of up-to-date printed and audio-visual materials.

After required permission for student is obtained, Career Education Coordinator will make necessary arrangements for the students to observe a community resource person on an appropriate worksite.

Students are encouraged to visit work sites within the community area, for a wide variety of professional resources with excellent career-oriented information available to them.

Students are responsible for providing transportation to and from the worksite, and for notifying teachers, parents, and the front office when they are to miss a day of school. Students are also responsible for notifying the worksite supervisor if they must cancel an appointment for some unexpected reason! Students should arrange with teachers for any makeup work requirements.

The student is not expected to become involved with any kind of labor during the visit. The students role is to observe and learn. The student will have the unique opportunity to see first-hand the actual demands and rewards of his possible occupation. After answering a questionnaire provided by the C. Ed. Office as a pre-test, the student will take the same questionnaire to the work site and obtain the correct answers to questions which he/she may have had difficulty answering. The questionnaire will be reviewed by the Coordinator, and a follow-up phone call to the worksite supervisor provides accurate feedback on the experience and suggestions for improvement.

STUDENT'S EVALUATION SHEET

JOB TITLE: _____

Give a short description of this Job:

Requirements or qualifications of this job:

1. What level of education should you complete?

2. What high school courses would you take if you were interested in this job?

3. What training to you need for this job?

4. What are some of the personal qualifications for this job?

5. Do you need a license or special certification for this job?

6. Where could you go to get training for this job? Name 2 schools if possible.

7. Are there on-going education and/or training programs for advancement offered within the community?

8. Are there opportunities for advancement within the program?

Student's Evaluation Sheet

Nature of the Work:

9. Name at least three activities or duties that a worker in this job does.

10. Does a worker usually work alone or in a group?

11. What are at least three important skills that would be helpful in this job.

12. Describe the physical condition of the working area.

13. What are the physical requirements (lifting, loading, vision, hearing, etc.) of this job?

14. What are the working hours for the job?

15. What are some of the areas that a worker can specialize in?

16. Does the worker usually work indoors or outdoors?

Salary and Employee Benefits:

17. What is the general starting salary or wage?

18. What are some of the employee benefits of this job?

Student's Evaluation Sheet

19. What are some of the major costs involved for employees? (Uniforms, union dues, etc.)

Availability of work:

20. Name at least three area industries, agencies, or businesses that might employ people in this job.

21. Describe the outlook for this job in the future.

What next?

22. How can you apply for this work?

23. What are some ways that you can find more information about this job?

24. Name three other jobs that you might be interested in exploring.

Student's Evaluation Sheet

25. After exploring this job, are you still interested in it? Why or Why Not?

26. What did you like best about your "shadow experience"?

27. What did you like least about your "shadow experience"?

CONTACT PERSON: Valerie Tucker
Career Education Coordinator
Rockland District High School
Rockland, Maine 04841

ACTIVITY: COMMUNITY - BASED LEARNING - AN OVERVIEW

GRADE LEVEL: 9-12

As with the concept of experience-based education, community-based learning allows participants to use the entire community as a school. Through direct experiences, participants acquire the knowledge and basic skills they need to enter and find satisfaction in the world of work. Participating employers, business and industry, called resources, provide facilities, equipment, supplies, and personnel to help implement the educational program. The key to the learning process is the adult working in any local community, who shares his or her time, ingenuity, and practical knowledge with youth participant's.

ELEMENTS OF COMMUNITY-BASED LEARNING

In using the community as a resource for learning, the community-based approach emphasizes career development; the development of basic skills; and the development of life skills.

Career Development

Career development involves the acquisition of knowledge about the world of work -- how people perform tasks, deal with one another, solve problems, and derive satisfaction from their everyday lives -- and learning about personal interests, abilities, values, and goals. This knowledge enables participants to weigh education and/or occupational options and to make informed decisions about short- and long-range plans.

Career Development Competencies: Participants should demonstrate the acquisition of substantial information about jobs in which they are engaged. The information acquired about each job should include:

- Roles and functions of the employee.
- The relation of the job to other jobs.
- Entry and advancement qualifications.
- Working conditions of the job.
- Monetary, psychological, and other benefits of the job.
- Current and projected demand for the job.
- Opportunities for advancement.
- A personal evaluation which reflects interest, values, goals, and abilities.
- Awareness of the nature of unions or other employee organizations related to different jobs.

Basic Skills

Basic skills consist of the reading, mathematics, writing, listening, and speaking skills necessary for the performance of tasks and functions in the world of work. Basic skills also include career decision-making and job-seeking skills. Basic skills learning occurs largely through applied tasks in activities chosen by participants and practiced at sites in the community. Since basic skills needs vary with different jobs, participants plan and execute learning plans (projects) which emphasize the basic skills competencies required by jobs that are of interest to them. These include:

Reading competency - the ability to read, comprehend, and interpret materials that an adult encounters in daily living (e.g., newspapers, magazines, income-tax instructions, credit contracts, instructions for operating or maintaining equipment or household appliances, and job descriptions).

Mathematics competency - the ability to employ basic computational skills in the context of everyday tasks and problems encountered by adults, such as computing interest, making change, balancing a checkbook against a bank statement, computing miles driven per gallon of gasoline, constructing a personal budget, and computing income tax.

Writing competency - the ability to accurately complete application forms, prepare resumes, and write letters of applications.

Oral communications competency - the ability to listen and communicate effectively in work situations, being able to organize and present ideas or solutions to problems, give informative answers to questions, comprehend and give directions, and listen effectively.

Employment decision-making competency - the ability to apply principles of informed decision-making and planning in formulating short- and long-range employment and educational goals.

Job-seeking skills competency - the ability to obtain information concerning educational or employment opportunities, and to conduct themselves in interviews.

Life Skills

Resources are recruited for their learning potential. Some resources are individual working persons, and some are entire job sites. In both cases, however, the individual working person is the key, because through his or her interaction with participants on the job site, youth will learn life skills including:

- Interpersonal communication - the ability to relate to others on on an adult level, recognize the needs and expectations of others, handle interpersonal conflicts, and contribute productively to group endeavors.

- Problem-solving - the ability to analyze situations, define problems, identify and use appropriate sources of information, evaluate alternatives, and employ effective solutions.

- Decision-making - the ability to recognize decisions that need to be made, identify options and probable outcomes, examine personal values and goals affecting decisions, make informed choices, and accept responsibility and consequences for decisions made.

In summary, by emphasizing career development, the development of basic and life skills, and the learning potential offered by resources in the community, the staff can assist participants to stimulate personal goals. objectives, and learning activities. These learning activities are organized in the form of a project plan.

PROJECT PLAN

Participants carry out their learning in the community through individual plans or projects, based upon goals and evaluation criteria they help to specify. The project is the central mechanism for enabling the learning coordinator and the participant to organize learning activities that take place at community resource sites. The learning coordinator, who acts as a teacher/counselor, assists participants to understand and use project planning procedures. The LC provides information to participants about criteria for acceptable projects, offers guidance in identifying and executing projects and reviews and discusses with participants, their project plans, to ensure that the plans meet the participants' needs and interests and the program requirements. The process of planning community experiences that focus on occupations, careers, or on issues pertaining to careers, involves the integration of four areas:

1. Learning about occupations (entry requirements, duties, benefits).

2. Learning about the ways in which basic skills are utilized in work settings.

3. Learning about the relationship between academic subject matter and specific occupations; and

4. Learning about self (personal interests, needs, values, goals, strengths, and limitations as they relate to work).

The project is also the key planning tool for participant learning, as it enables the participant to: set goals (with the help of staff), determine activities and resources required to pursue these goals and specifically, in the form of goal indicators, the means by which the participant intends to demonstrate the accomplishment of his or her goals. There are three possible levels of participant involvement at a resource site (business, agency, institution). The extent of involvement depends on the knowledge and skills that a participant intends to acquire at a site.

A project may begin with a participant's desire to learn more about occupations and the ways that academic areas are related to occupations, or may result from a participant's desire to engage in work experience, on-the-job training and/or career exploration at a particular resource site. The participant and learning coordinator will need to decide what will be done, with whom (resource person) and what the participant will learn about or learn to do through the project. Participants essentially help to plan their own learning experiences, just as a teacher plans for a class. The project plan must be in writing so that the participant, learning coordinator and the resources with whom the participant is working will all know what is to be accomplished. Plans will develop and change as the participant works on the project. It is essential that these changes be recorded and approved by the learning coordinator. At a time agreed upon by the participant and learning coordinator, the participant will be asked to develop a final project plan which then becomes a learning contract.

For further information, contact:

Tim Hathorne
EBCE Director
Maranacook Community School
Readfield, Maine 04355
Telephone: 685-4923

Guidelines for Community-Based Programs

A. Plan the program for all students, not a specific group such as dropouts, terminal students, or honor students. Parents and students often avoid programs with labels.

B. Give the program a title that is either non-descript or has universal appeal. The problem of labeling can be avoided by means of a title that you or the individual can define or interpret according to personal needs. Thus, titles like cooperative education or career exploration program will attract more students than those entitled work-study or future teachers of America.

C. As soon as possible, give credit for the community experiences on the same basis as the academic courses in recognition of the fact that work or volunteer experiences, while different in nature from the standard curriculum, are of equal educational value to the student.

D. Give recognition to students for outstanding or meritorious service on the same basis that recognition of academic or athletic excellence is given. This can be through letters from the principal or a certificate at awards day. It serves to raise the status of the program in the eyes of the faculty and community, as well as providing a source of acknowledged success for students who might not have any other source of self-esteem or pride in the school. It further reinforces the idea that these are primary, not secondary, educational experiences.

E. Emphasize the need for adequate, school-subsidized transportation. The success of such programs hinges on its transportation. Personal vehicles or volunteer drivers can be used to sustain a program through its initial phases, but a continued, smooth-running program cannot happen without regular and dependable school vehicles.

F. Enlist at least one full-time coordinator for the program. The program may be gotten off the ground on the part-time efforts of a staff member. Once it has proven its worth, full-time leadership must be provided so that the whole range of services can adequately be provided, information, recruitment, placement, orientation, relations with on-site supervisors, publicity, faculty and community relations, supervision, and evaluation.

G. Seek quality rather than quantity in placing students. Almost any student can be a success if he is properly placed and supervised. Only when one loses track of what is happening do problems develop.

H. Enlist the support of your administrators, faculty, and community. Change does not take place in a vacuum. The program is based on universal values, experience, and common sense. It cannot fail if people understand what you are trying to do and are helped to identify ways in which they can help.

I. The school schedule should be flexible enough to allow for students' participation during the school day as well as after school. Generally, it is best for placements to involve at least two consecutive periods, so they would not spend all their time in transit.

J. As soon as possible, integrate classroom and field experience. This can be done at the field placement, such as a hospital, through a special seminar held at the high school for those with common interests, or through the formal curriculum, such as psychology, home economics, computer science, or industrial arts classes.

K. Use students as much as possible in designing, evaluating, and operating the program. They can be an invaluable help in taking care of administrative necessities - attendance and communications - as well as helping care for the personal needs of other students.

L. Beware the charge of proliferation! The numbers of students seeking to be involved in a successful program will soon overwhelm the coordinator and necessitate additions to the staff. This will subject him to the cry that the staff and the expense is already too great. With reorganization and new utilization of current staff, this need not be the case. The program goes through stages of development. At first, the coordinator must bear the total burden of a program that takes place entirely outside the school. Phase two is integrating the outside experience with new or on-going academic programs within the school. Phase three brings the classroom teacher of the related discipline into the role of immediate supervisor and integrator of the school and community experience. He makes sure that the placements exist and cares for administrative details such as transportation. Consequently, through proper utilization of staff, a coordinator and secretary can adequately administer a program for hundreds of students.

M. Adequately publicize your program. Make its success known. This will help not only by attracting more placements and direct support, but prove an invaluable source of strength when budget time comes.

ACTIVITY: RESOURCE SITE DEVELOPMENT FOR COMMUNITY BASED LEARNING

GRADES LEVEL: 9-12

DESCRIPTION:

At Maranacook Community School, the development of resource sites for community-based learning programs uses the services of a resource analyst who determines the resource sites needed by the students, identifies and contacts potential resource persons, analyzes the sites to determine potential learning activities and to orient resource site personnel to the CBL program, writes up the resource site guides, and maintains records on student participation along with other administrative activities.

To assist the resource analyst in developing sites, the necessary information can be organized in the following ways:

1. Fact sheet - A brief outline of the CBL program at Maranacook, this sheet is useful in presenting the program to the resource site personnel. The outline includes a definition and purpose of the program and guidelines for students and resource personnel to follow in participating in the experience.
2. Resource worksheet - This form is helpful in obtaining information from the resource site and is used in writing up a resource guide. These suggested questions provide an opportunity for the resource person to talk about her/himself and her/his profession (SEE ATTACHMENT)
3. Resource guide - This document is prepared by the resource analyst and is a refinement of and elaboration on the information in the resource worksheet. It contains a brief summary of the resource person's responsibilities as part of the CBL program and the functions the resource

ATTACHMENT

RESOURCE WORKSHEET

Organization _____

# of Employees _____

Address (Mailing and Location) _____

_____

Contact Person _____ Title _____

Resource Person _____ Title _____

Best hours to call _____ Telephone _____

Site function/purpose

Resource Person's background (i.e. academic, work, why this career)

Nature of Resource Person's work (responsibilities, skills, equipment utilized)

Other RP's at site with whom student may work

Physical enviroment of the job

Special Prerequisites (# of students, best days, hours available to student)

What could a student see or do during:

1. An orientation visit

2. Exploration/Investigation

Recommended readings

Recommended other RP's

**Is the Resource Person available to visit the school and make presentations about his/her profession

Checklist

( ) Academic and career integration
( ) Staff roles
( ) Levels of involvement
( ) Types of students
( ) Site dependence on student interest
( ) RP consultant/evaluation function
( ) LC contact, support
( ) Learning activities vs.work activities
( ) Student initiative and planning
( ) Next Step - Resource Guide

3. continued

site must perform. Also, included are suggested learning activities for the site. These guides are used by students and staff in selecting resources and planning projects.

4. Guide for resource persons - This pamphlet meets the needs of resource persons participating in the program. It further clarifies their role and provides CBL program staff names and telephone numbers.

(All these forms are available from the contact person for this activity.)

COST: 8-10 hours of work to prepare each resource guide.

Problem areas:

It may not be possible to have a full-time resource analyst and/or it may not be possible to spend 8-10 hours on development of one community resource site. Possible alternatives are:

1. Learning coordinators (person working with students) could develop sites for his/her students. However, if more than one learning coordinator is involved, there must be communication to avoid overlap in site development and student activity.
2. The Resource Guide could be modified, keeping in mind that this Guide is used by resource persons as well as students and learning coordinators. Options may be to modify the Resource Guide -- i.e., fewer learning activities using the Resource Worksheet only -- mail a neat copy to the resource person for his/her files.

3. The preparation of a resource guide could be a requirement for certification credits for persons (teachers) participating in a workshop on community resources.
4. Students may be capable of developing sites and/or writing resource guides. I would recommend a staff person at least make the initial telephone call to a site. It is important that the resource persons feel the student is in a school-related program; that the student is not just calling for himself.
5. Students' parents may function as resource persons for other students. The parents may be willing to complete the Resource Worksheet Forms on themselves.
6. It is also possible to contact retired citizens in your community who would enjoy developing community sites on a volunteer basis and/or functioning as resource persons in the program.
7. When starting a community program, it is a good idea to begin with people you, other staff, and/or students are friendly with.
8. I would strongly recommend that a staff person have personal contact with all resource persons and that some written information be given to the resource person.
9. You can save some time in your site development if you do some preliminary reading on the career of the resource person. You may list some suggested learning activities in advance to discuss with the resource person.

Adaptations:

It is very feasible for the CBL concept to be utilized in the classroom -- it does not have to be a separate program within a school.

Possibilities include:

1. Classroom teachers should have access to a community resource directory. This Directory would contain information on persons in the area who are interested in coming to the school to discuss their career area or providing tours of their place of business.
2. Since CBL is a program based on students' individual needs, a teacher can apply its concept to student(s) that he/she feels is not benefiting from the traditional classroom setting.
3. Tours are beneficial for a "low group" English class. Students are motivated to write about areas they have visited that interest them.
4. Students who visit community sites share their experiences with other students in a group or class. They develop their verbal communication skills, and other students have an opportunity to broaden their interest areas.
5. Courses can be more relevant when a career education component is added to them.
6. When career education components are added to the classroom, students are "thinking" careers consistently.....not waiting until their senior year.

Contact Person:

Cecilia King
Resource Analyst
Maranacook Community School
Readfield, Maine 04355
Telephone: 685-4923

ACTIVITY : INDEPENDENT STUDY PROGRAM
GRADE LEVEL: HIGH SCHOOL - GRADES 11 & 12

DESCRIPTION: The Independent Study Program to be offered at Telstar High School involves a three day release from school for students to involve themselves in an independent study project. Student projects can range from job shadowing to an in-home project such as ceramics. Hopefully, each project would involve the community in some way.

HOW TO SET UP: The mechanics of the program can be broken up into three parts:

1. Independent Study Program Work Sheet
2. Independent Study Program Contract
3. Independent Study Program Student Evaluation

Approximately two months prior to the actual project, students will complete an Independent Study Program Worksheet, with the assistance of a high school faculty advisor. The purpose of the Worksheet is to completely outline each student's project.

Once the Worksheet is approved by the student, parents, and faculty advisor, the student will complete an Independent Study Program Contract, which is a formal description of the student's project. The Contract obligates the student to carry out in full the Independent Study Program Project described in the contract. The contract is signed first by the student, then by parents, school advisor, and non-school advisor (community advisor if student will be working in the community).

Upon completion of the project, the student will be evaluated by the faculty advisor, and the non-school (community) advisor.

Grading for the project will be on a pass/fail basis. Grade for project will be permanently recorded on student's record.

An Independent Study Program handbook for students, faculty and community, completely describing the project, is being formulated at this time.

Program concept approval should follow the following sequence:

1. Guidance
2. Principal
3. Superintendent
4. School Board
5. Faculty

COST: Paper
Travel expenses for on-site visits by faculty advisors.
Printing of Handbook

Contact Person:

Thomas Riley
SAD 44
Bethel, Maine 04217
824-2582

ACTIVITY: JOB PLACEMENT
GRADE LEVEL: 9-12

DESCRIPTION: This is a service to bridge education and employment, to assist students in the transition from school to work and to provide the community with a selected source of employees. Specifically, the service helps provide students, recent graduates, and early leavers in finding full and part-time jobs.

HOW TO SET UP: To operate a successful job placement program, the following should be incorporated into the program:

1. Student registration forms. (attached)
2. Referral forms. (attached)
3. Job order forms. (attached)
4. "Job Opportunity Bulletin Board"
5. Phone
6. Office space (Guidance).
7. Limited office supplies.
8. Coordination with Maine Job Service.

The actual operation of the office can vary. It is suggested that the office be staffed by students. Students can take job orders, screen applicants, and refer students in return for ½ to 1 credit.

COST: Phone, paper, filing cabinets.

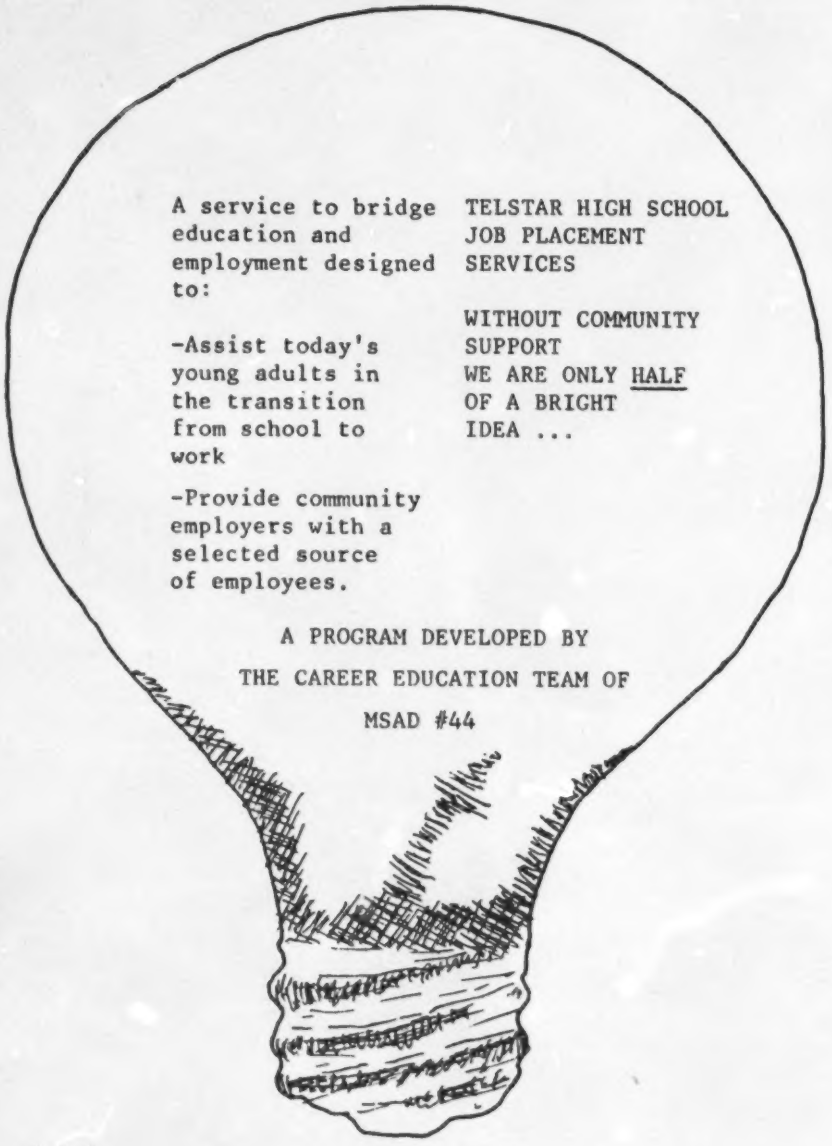
PROBLEMS: Employer contact/awareness.
Student availability.

It is advised that the program be well advertised through, letters, newspapers, radio and television, and personal visits.

Contact Persons:

Thomas Riley
SAD 44
Bethel, Maine 04217
824-2582
324-2136

Thomas Lindstedt
Sacopee Valley High School
Cornish, Maine 04020
625-3208


A service to bridge education and employment designed to:
-Assist today's young adults in the transition from school to work
-Provide community employers with a selected source of employees.
TELSTAR HIGH SCHOOL JOB PLACEMENT SERVICES
WITHOUT COMMUNITY SUPPORT WE ARE ONLY HALF OF A BRIGHT IDEA ...
A PROGRAM DEVELOPED BY
THE CAREER EDUCATION TEAM OF
MSAD #44

This fall, Telstar High School opened a job placement office. This state funded program is designed to assist students, recent graduates, and early leavers in finding full and part time jobs. This job placement service is being offered as an extension of the educational process and is based on the belief that the training and experience gained in a working situation can be most productive in preparing today's students for future careers and community life.

In addition to finding jobs, students have the opportunity to acquire job seeking skills, job hunting techniques, and the techniques required to hold a job thru a "life directions" unit taught at the high school.

The job bank is located at the Telstar High School guidance office. Office hours are from 7:30 a.m. to 3:00 p.m Monday thru Friday. If our service can be of any help to you, please drop in or call at 824-2136.

TELSTAR REGIONAL HIGH SCHOOL

JOB ORDER FORM

1. Employer's Name | 2. Date

3. Employer's Address

4. Town | 5. State | 6. Zip Code

7. Whom to see | 8. Telephone Number

9. Job Title | 10. Rate of Pay

11. Length of Job/Hours Worked Per Week

12. Job Description

INDIVIDUALS REFERRED

1. _____

2. _____

3. _____

RESULT:

126

TELSTAR REGIONAL HIGH SCHOOL

JOB BANK

WORK REGISTRATION

OFFICE USE ONLY
Primary Code
Seconday Code

1. Print Last Name: First Middle	2. Telephone No.	Registration Date
3. Street Address Town State	4. Date of Birth	
5. Social Security No.	6. If you belong to a union Name _____ No. ____	7. U.S. Citizen Yes: __ No: __
8. Sex: Male ___ Female ___	9. Indicate highest school grade completed: ____	10. My usual occupation is: _____

11.

Name of last employer _____ Rate of pay _____

Occupation _____ Date ended _____ Lenght of job _____

Reason for leaving _____ Date expected to return _____

TELSTAR REGIONAL HIGH SCHOOL

REFERRAL FORM

1. Transaction Date	2. Order Number	3. Applicant Primary Code

C	1. Hired	6. NH other
O	2. ARJ	7. Job order form
D	3. DNR Interview	8. Job bank
E	4. DNR Work	9. Employer search
S	5. Filled by employer	10. School

4. Appointment Date	5. Result	6. Referred From

7. Appointment Time	8. Applicant Address	9. Applicant Telephone No.
10. Employer Name	11. Employer Address	12. Employer Telephone No.
13. Whom To Contact	14. Employee Job Title	15. Duration
16. Starting Wage	17. Hours Per Week	

18. Applicant Signature